

INSPECTION REPORT

ST MARGARET'S CE VA PRIMARY SCHOOL

Tintinhull, Yeovil

LEA area: Somerset

Unique reference number: 123855

Headteacher: Mrs Jan Hunt

Lead inspector: Mr Paul Nicholson

Dates of inspection: 25th – 28th April 2005

Inspection number: 267856

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	93
School address:	School Close Tintinhull Yeovil Somerset
Postcode:	BA22 8PX
Telephone number:	01935 822686
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Phil Hall
Date of previous inspection:	22 nd June 1999

CHARACTERISTICS OF THE SCHOOL

St Margaret's Church of England Primary School is much smaller than other primary schools. It is situated in Tintinhull. The village is a socially advantaged rural area overall and contains a long established traveller community. Over a third of the pupils come from other villages as well as from the nearby town of Yeovil. The proportion of pupils who claim free school meals is similar to that found nationally. Currently 52 boys and 41 girls aged 4 to 11 years attend the school. When children enter the reception class their attainment varies, but overall it is similar to that expected for their age. Almost all of the pupils are white. None speak English as an additional language. Twelve per cent of pupils have been identified as having special educational needs, which is similar to the national average. None has a statement of special educational needs. At the time of the inspection, three traveller children were present in school. The proportion of pupils who join or leave the school other than at the usual times of first admission or transfer to secondary school is similar to that found nationally. The school has had significant changes to its staffing with almost all of its current teachers, including the headteacher, new to the school over the last two years. The school has recently gained a Healthy School Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25406	Paul Nicholson	Lead inspector	Mathematics Information and communication technology Art and design Design and technology Physical education
31754	Charlotte Roberson	Lay inspector	
16038	Jill Bavin	Team inspector	The Foundation Stage curriculum Science Geography History Modern foreign language
32600	Lorna Beedham	Team inspector	English Music Personal, social and health education and citizenship Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

After a period of instability, St Margaret's Primary School now provides an **acceptable** standard of education, and the **serious weaknesses** in pupils' achievement that remain are being steadily addressed. Overall, teaching and learning are currently satisfactory and the school is now satisfactorily led and managed. Following recent improvements, it gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils do not do as well as they should in writing, mathematics, science and information and communication technology (ICT).
- Children in the new reception class do well.
- The headteacher provides a good lead and has made many improvements in a short period of time to the benefit of pupils and parents.
- Pupils throughout the school are happy, very well behaved and get on well with each other.
- The leadership roles of staff are not sufficiently well developed, and so teachers have not been effective enough in ensuring consistency in the teaching across the school.
- In planning for the future, there is an insufficiently sharp focus on raising standards.
- Assessment is not sufficiently focussed on identifying gaps in pupils' learning.
- There are good links with parents.
- There is a good range of activities outside of lessons.

Although the school has made unsatisfactory progress since its last inspection, it has successfully improved the management of pupils and it now ensures all statutory information is provided to parents. However, it has not been rigorous enough in checking its performance or in tackling weaknesses in teaching and assessment and so there has been a decline in standards. Standards are now beginning to improve.

STANDARDS ACHIEVED

Year 6 results

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average; E* - very low, within the lowest 5 per cent.

Similar schools are those whose pupils attained similarly at the end of Year 2.

Note: caution is needed in interpreting the results of these small year groups.

Overall pupils' achievement is **unsatisfactory** and by the time pupils leave the school, standards are below average.

The recent introduction of a reception class has been successful, and children are doing well in the six areas of learning, including personal, social and emotional development, their communication, language and literacy and in mathematical development. In Years 1 to 6, pupils read as well as expected for their age but standards in writing and mathematics are below average. Pupils are not given sufficient opportunities to use and develop the skills learnt in literacy lessons in longer pieces of writing. Pupils' mental arithmetic skills are weak and they lack confidence in applying their knowledge of numbers in solving problems. Standards in science are below average by the end of Year 2 and well below average by the end of Year 6. Standards in ICT are average by the end of Year 2 but standards by Year 6 are below average. While younger pupils are gradually 'catching up', older pupils are making insufficient progress to compensate for gaps in their previous learning. Other subjects were only sampled during the inspection. However, examples seen of pupils' performance in music and physical education were in line with expectations for their age. Pupils with special educational needs make satisfactory progress towards their individual targets.

The school's provision for pupils' personal development is **good** overall: pupils' moral development is very good, their social and spiritual development is good and cultural development is satisfactory. Pupils have good attitudes towards school and their behaviour is very good. Their rate of attendance and punctuality are good.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. Following a significant turnover of staff, teaching and learning are currently **satisfactory** overall, though this has not always been the case. Teaching in reception is good and in Years 1 to 6 it is satisfactory, except in science where it is unsatisfactory. Teachers make good use of learning support assistants and together they manage pupils well and ensure pupils' personal needs are well met. The pace of learning in some lessons is too slow and insufficient use is made of practical resources including computers to help pupils develop their understanding. Assessment procedures are unsatisfactory overall. Teachers make insufficient use of assessment information to ensure there is a sharp focus on what pupils are to learn. The curriculum is satisfactory, but pupils have insufficient opportunities to use and apply their literacy, numeracy and ICT skills in other subjects. Opportunities to enrich pupils' learning outside the classroom are good. Overall, accommodation and resources are satisfactory, and the school makes satisfactory provision for pupils' care and welfare. Links with parents are good, and links with the community and other schools are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management in the school are **satisfactory** overall, but with some specific weaknesses. Governance is satisfactory and all statutory requirements are met. Governors are very supportive and are effective 'critical friends' to the school. The leadership of the headteacher is effective and has brought many significant

changes in a relatively short period of time. There are weaknesses in the subject leadership role of teachers, which is unsatisfactory. The school has not been rigorous enough in maintaining the good provision seen at the last inspection and in planning for the future. Overall, management of the school is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the work of the school and in particular with recent improvements in the way the school seeks their views and involvement. Links with parents are good. Pupils enjoy school and they express positive views. They appreciate the help staff give them and they know who to seek advice from if they have a problem.

IMPROVEMENTS NEEDED

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

- Raise standards and achievement in writing, mathematics, science and ICT.
- In planning for the future, have a sharper focus on raising standards.
- Continue to develop the role of subject leaders in the monitoring and evaluating of teaching and learning, and in taking effective actions to bring about improvements.
- Address inconsistencies in teaching and increase the proportion of good or better lessons.
- Improve assessment procedures and the use of data in planning for pupils of different ages and abilities.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, standards are **below average**, though improving, and pupils' achievement is **unsatisfactory**. Achievement is satisfactory in reading and for pupils with special educational needs.

Main strengths and weaknesses

- Standards in recent years have not been high enough, and pupils' achievement in writing, mathematics and science continues to be unsatisfactory.
- Pupils' standards in reading in Years 1 and 2 have improved since the last inspection.
- By the end of Year 6, pupils' standards in ICT are below average.
- Children in reception make a good start to their education.

Commentary

1. At the time of the last inspection, overall standards at the age of 11 were reported to be well above national averages. A weakness was identified in Years 1 and 2, where the standard of reading was well below average, as pupils did not have sufficient knowledge of letter sounds to help them read unknown words. The school's improvement since the last inspection is unsatisfactory. The school's trend, shown by its overall performance in national tests in Year 6, is below the national trend. The school's performance has declined and over the last three years has been well below average.
2. The combined results for 2002 to 2004¹ in end of Year 2 national tests show pupils' performance in reading was average but in writing and mathematics it was well below average. In the end of Year 6 tests for the same period, the combined results show standards in English, mathematics and science were all well below average. These results do not compare favourably with those of similar schools and represent poor achievement for the pupils. Weaknesses in teaching and staffing difficulties have depressed pupils' standards and achievement.
3. Several barriers to learning, including aspects of the curriculum and weaknesses in assessment, resources and the monitoring of teaching and learning, were accurately identified by the new headteacher in her initial evaluation of the school's performance. Inspection evidence shows that measures introduced to improve pupils' progress have had a positive impact across the school. For example, new schemes for reading and the teaching of phonics have been introduced and a new single-age class for reception started during this school year. Evidence from lessons and a wider analysis of pupils'

¹ Using a three-year average is more useful in assessing standards of attainment when the number of pupils in each year group, as at this school, is small. Tables showing the school's test results for 2004 have been omitted from this report, as there were 10 or fewer pupils in the relevant year groups.

work show pupils currently make satisfactory progress. However, overall standards remain below average as gaps in pupils' learning remain. Achievement is unsatisfactory and remains a serious weakness within the school, as pupils are not doing as well as they should.

4. Children start school with a wide variety of skills and in most years attainment on entry is at the expected level for their age. This year most children joined the school with less mature skills but they are achieving well in all areas of learning because of good teaching in the newly formed reception class. Early weaknesses in the children's attainment have been successfully addressed and children will meet the Early Learning Goals² by the end of the year in the six areas of learning, including personal, social and emotional development, communication, language and literacy, and mathematical development.
5. An analysis of pupils' current work in the core subjects in Years 1 and 2 shows that their standards are beginning to improve, but they remain below average overall. By the end of Year 2, pupils currently reach average standards in reading because of the introduction of a new reading and phonics scheme. This is an improvement on the standards noted at the last inspection. Standards in writing, mathematics and science are below average. Pupils do not have enough opportunities to use the skills learned in literacy lessons in longer, creative pieces of writing. In mathematics, pupils are not sufficiently confident in adding and subtracting numbers and in applying their numeracy skills when solving everyday problems. For many pupils, their scientific understanding is below that expected for their age. In ICT, recent improvements to the resources available are helping to ensure pupils are on target to reach the expected standards by the end of Year 2. It was not possible during the inspection to make overall judgements on the standards in other subjects, but in the samples of work seen, standards were broadly in line with those expected for the pupils' age.
6. Pupils in Years 3 to 6 are gradually 'catching up' but there is still some underachievement for these pupils, as they are not making sufficiently quick progress to compensate fully for gaps in their previous learning. Standards by Year 6 in English are below average overall. Pupils' speaking, listening and reading skills are average but writing skills are weaker than expected as the pupils do not have enough opportunities to use their literacy skills in extended pieces of writing and to write in an adequate variety of styles. In mathematics, standards are below average as many pupils lack a sufficiently wide range of strategies so as to be confident in solving number problems and applying mathematics in practical contexts. In science, standards continue to be well below average because of current weaknesses in teaching and gaps in pupils' previous learning. Standards in ICT are below national expectations. Improvements in planning and resources have ensured all aspects of the subject are now taught but pupils have not had sufficient access to computers

² Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy children should be able to write their own name and other things such as labels and begin to write simple sentences.

over time to fully develop their knowledge and skills. It was not possible to make full judgements on standards and achievement in other subjects. However, the lessons seen and the work sampled indicate that overall standards in creative and practical subjects, such as music and physical education, are likely to be in line with national expectations.

7. Pupils identified as having special educational needs make satisfactory progress towards their individual targets. They achieve satisfactorily in English and mathematics because of the sound, and often good, support they receive in the classroom from teachers and learning support assistants. The achievement of traveller children present during the inspection is satisfactory. These pupils are well integrated into the school. The combined national test results for the last three years show that girls do better than boys, particularly in English. However, the imbalance between the number of boys and girls makes this data unreliable. The inspection did not identify any specific reasons why there was a difference in performance, and in lessons seen both boys and girls made similar progress.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes to school and behave **very well**. Attendance and punctuality are **good**. Pupils' moral development is **very good**, their spiritual and social development is **good** and their cultural development is **satisfactory**.

Main strengths and weaknesses

- The school's Christian ethos provides the basis for strong moral guidance and is very effective in encouraging pupils to distinguish between right and wrong.
- Very good relationships between staff and pupils successfully promote very good behaviour and positive, responsible attitudes.
- Although cultural development is satisfactory overall, insufficient attention is paid to developing pupils' understanding of cultural diversity.

Commentary

8. St Margaret's is a school that has recently been re-affirming its Christian ethos. The new head teacher has successfully led staff in ensuring that Christian values play an important part in the school's development. Consequently all members of staff, including lunchtime supervisors, share very positive and respectful relationships with pupils, which provide the foundation for a happy school community free from bullying and harassment. Parents and pupils value these relationships enormously and commend the school for its friendliness. Pupils are keen to learn, concentrate well and show respect for their teachers and visitors to school.
9. Moral messages underpin the school's work and pupils receive consistently strong but sensitive moral guidance, through whole school assemblies as well as during almost every exchange between pupils and staff. This contributes to pupils' mature and very sensible behaviour around the school. There have been no exclusions during the last school year. Older pupils enjoy taking

responsibility for the younger ones, and nowhere is this more evident than in the lunchtime clubs that they organise and run. In this school environment, spirituality is nurtured well through the extent to which each individual is valued and their effort appreciated. Cultural development is fostered satisfactorily. There are strengths in the school's use of visits and visitors that enrich the curriculum and simultaneously contribute to pupils' understanding of their Christian cultural heritage. However, the headteacher recognises that given the school's other recent priorities, the important preparation for life in our diverse society has been unsatisfactory and is an area for future development.

Attendance

10. Many pupils have very good rates of attendance and last year's attendance was very high in comparison with the national figure. Staff carefully record any reason why pupils are absent and holidays during term are always discouraged. Monitoring of attendance by office staff is good. Rates of attendance have dipped significantly this year because of the long absences of three pupils who are Travellers. However, parents are very supportive of the school attendance policy and send their children to school on time. Overall attendance and punctuality are good.

Attendance in the latest complete reporting year, 2003-2004(%)

Authorised absence		Unauthorised absence	
School data:	3.1	School data:	0
National data:	5.4	National data:	0.3

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 **satisfactory** quality of education for its pupils. Teaching and learning are **satisfactory** overall. The school's curriculum is **satisfactory**, with **good** enrichment. The school's procedures for care, guidance and support are **satisfactory**. There are **good** links with parents and **satisfactory** links with the community and other schools.

Teaching and learning

The quality of teaching and learning is **satisfactory** overall. It is good in reception and satisfactory in Years 1 to 6 but the current quality of teaching has not had sufficient time or been strong enough to completely address all of the previous significant underachievement. Assessment procedures are **unsatisfactory** overall.

Main strengths and weaknesses

- Recent changes have contributed successfully to an improvement in the quality of teaching and learning.
- Teaching and learning are good in reception.

- The school makes effective use of visiting specialist teachers.
- Teachers make good use of support staff to help pupils in their learning.
- Insufficient use is made of pupils' literacy, numeracy and ICT skills to support their learning in other subjects.
- Teaching is not effective enough to ensure the good and better learning required to quickly raise achievement.
- Procedures for recording assessment information are not fully developed and teachers do not make sufficient use of data when planning activities.

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	8	14	2	0	0

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

11. The quality of teaching is similar to that reported at the last inspection. Evidence from recent national test results indicates that teaching in the period between the inspections has not always been satisfactory. This resulted in the school's poor performance and pupils' poor achievement. The school has had significant changes to its staffing with almost all of its current teachers, including the headteacher, new to the school over the last two years. Changes in staffing and the work of the headteacher and staff have resulted in steady improvements in teaching and learning. Currently, teaching is satisfactory overall and pupils are making satisfactory progress in their learning. The recent improvements to teaching are having a positive impact on raising standards, particularly in reading, but have not had sufficient time to completely address all of the previous significant underachievement in other subjects. The school recognises that there is still a long way to go, and has a clear commitment to continue to develop the quality of teaching and learning across the school.
12. Lessons seen during the inspection and evidence from pupils' previous work show that teaching ranges from unsatisfactory to good. Teaching in reception is good in all areas of learning and as a result children achieve well. Activities are well planned and include a good balance between adult led activities and children learning through their own discoveries. In Years 1 to 6, teaching in literacy and numeracy is satisfactory but in science, teaching is unsatisfactory. The school makes effective use of visiting specialist teachers, which resulted in good teaching and learning being observed in physical education and music lessons during the inspection. Overall, there is not enough good or better teaching, particularly in the core subjects, to ensure pupils make the rapid progress required to quickly fill the gaps in pupils' learning and fully address recent underachievement.
13. Teachers make effective use of the learning support assistants, who make a positive contribution in lessons to the learning of children in reception and pupils with special educational needs. Teachers and support staff manage the pupils

well and consequently behaviour and attitudes towards learning are positive. Staff value the contributions of the pupils and ensure their personal needs are well met. Pupils feel that teachers help them when they are stuck and that they listen to their ideas.

14. In the best lessons, teachers have a clear focus on what pupils are to learn during the lesson. Teachers have good subject knowledge, activities are interesting and pupils are fully involved throughout the lesson. In many lessons that are satisfactory and in the small number of unsatisfactory lessons, teaching is not consistent. In some lessons, learning objectives are sometimes too broad and do not provide sufficient challenge for all groups of pupils. Teachers' expectations are not always high enough and the pace of lessons is slow. There is insufficient use of investigative and practical activities, particularly in science and mathematics, to reinforce pupils' learning. As a result, teaching is not sufficiently well focused to ensure that pupils' learning is better than satisfactory and that pupils become fully confident in understanding what they have learned.
15. Teachers provide insufficient opportunities for pupils to develop their literacy skills in other subjects and this is depressing standards in writing. Insufficient use is made of pupils' numeracy and ICT skills in other subjects. Teachers are beginning to use the newly acquired computers but the positive impact of their use, while seen in a few lessons, is not yet fully developed.
16. Following recent improvements, teachers gather a satisfactory range of assessment information in English and mathematics, but procedures in science and ICT are unsatisfactory. Assessment procedures in other subjects are too new to provide useful information on pupils' progress. Overall, assessment is not sufficiently well focussed on identifying gaps in pupils' learning. Information gathered from assessments is not consistently used well in planning activities and setting individual targets. The quality of marking is also variable, ranging from good to unsatisfactory. In English, marking is satisfactory and includes comments that encourage pupils and help them to understand what they can now do and what they need to learn next. However, in some other books marking gave insufficient guidance to the pupils on how to improve the content and presentation of their work. The use of targets with pupils is inconsistent so that not all pupils know how well they are doing and what they can do to improve their work.

The curriculum

There is a **satisfactory** curriculum. The school provides **good** opportunities for enrichment. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The quality and range of extra curricular activities, visits and visitors are good.
- The curriculum is not sufficiently adapted to meet the needs of all pupils.
- The resources reflecting multi-ethnic groups and other cultures are unsatisfactory.
- The provision for children with special needs in the reception class is good.

- The outside facilities available to the children during outside playtimes are good.

Commentary

17. The overall quality of the curriculum has been maintained since the last inspection. The school has satisfactorily introduced a relevant curriculum for the Foundation Stage. Planning in the reception class provides a sound basis for the children's early experiences in the six areas of learning. In Years 1 to 6, the curriculum meets statutory requirements. Pupils learn about sex and relationships, and drug awareness relevant to their ages. The introduction at the beginning of the autumn term of a curriculum scheme devised by the local education authority to support small schools is ensuring that the National Curriculum is satisfactorily taught through a two-year rolling programme of topics. The school has identified adaptations that will need to be made but will not introduce these until the new academic year. Consequently, teachers' planning currently does not identify and cater for individual needs of pupils as closely as it could. Very little planning for different ages and abilities within classes is in evidence, which is limiting the progress made by some pupils. Cross-curricular links are under-developed. This particularly limits the opportunities for writing and the use of numeracy and ICT skills given to pupils in other subjects.
18. The newly introduced curriculum is presently under review and as a result some subjects are still developing curriculum plans. Core subject leaders have written subject action plans but these lack clear targets related to raising standards. The school's strategic plan identifies reading and special educational needs provision as key areas for development but it has not sufficiently addressed the need to raise standards in writing, science and ICT. Monitoring of the curriculum is limited and does not extend to subjects beyond those the headteacher is responsible for.
19. There is satisfactory provision for pupils with special educational needs in Years 1 to 6 and good provision in the reception class where staff give support discreetly and fully include children with special educational needs in all activities. Throughout the school pupils with special educational needs are effectively helped in class by learning support assistants. These pupils have satisfactory individual education plans, which contain specific actions to be taken to make progress but these do not feed into teachers' planning for lessons. Targets for these pupils are shared with them and their parents but only after school staff have determined what the targets should be. Traveller children are well supported in school and make satisfactory progress. Support from external agencies is good, especially that offered to traveller children.
20. The school provides a good range of extra-curricular experiences for pupils. Many pupils attend clubs including sports, arts, ICT, music and dance. Many of these activities are organised and led by pupils in Year 6, including a 'rise and shine' club three mornings a week that gives pupils the opportunity to exercise lightly before school begins. The clubs provide opportunities for children of different ages to work together. Opportunities also exist for competing against

other local schools in football, netball and cross-country running. Pupils participate in musical concerts at school and with other local schools including singing in Wells Cathedral. The curriculum is supported well by visitors such as a local councillor, a singer and a 'Roman' who explained the costume, tools and pottery of Roman times to pupils in Years 3 and 4.

21. Resources are satisfactory except for the representation of other cultures, which is unsatisfactory. The school does not have sufficient literature, music and reference materials to help develop pupils' knowledge and understanding of other cultures from other countries and within Britain. The library is limited in its reference materials. Modern composers, famous historical figures and individual artists are not well represented in the literature available to pupils. There is a limited supply of big books³ and group readers for literacy activities and these do not well represent other areas of the curriculum. The overall accommodation is satisfactory. The playground and outside quiet areas are good and well used by the children. There is a large area of grass and pupils have suitable areas to play in and to sit quietly if they prefer. Classrooms are adequate although the Years 5 and 6 classroom is small for the number and size of children.

Care, guidance and support

There are **satisfactory** standards of care and welfare, and pupils are given **satisfactory** advice and guidance. There are **satisfactory** systems to seek and act on the views of pupils.

Main strengths and weaknesses

- Pupils enjoy very good relationships with staff and the headteacher to whom they turn for extra advice and guidance.
- Pupils in Year 6 speak very enthusiastically of their role in the newly established school council.
- Governors are giving increasingly more support to the school in ensuring health and safety is given proper attention.
- Child protection arrangements are regularly reviewed but staff have not been trained fully.

Commentary

22. Pupils told inspectors that the headteacher always makes time for them when they ask for individual personal advice and help. They know that they can turn to staff and because relationships are very good they feel secure and comfortable in their surroundings. In this respect, pastoral care is good. Many recently introduced more formal procedures support pupils as they progress through the school; for example the rewarding of achievements and recognition of improvements have encouraged self-confidence in pupils. These are monitored satisfactorily and recorded in the "Well Done Book". There are weaknesses in the way progress in academic subjects is assessed but pupils

³ A 'big book' is a large copy of either a fiction or non-fiction book that can be seen and shared by all the class. They are often used in literacy lessons.

are beginning to take a greater part in self-assessment and in evaluating their progress at the end of lessons.

23. This school year the oldest pupils have recently started to meet every week to share ideas in the school council. A group of four were very successful when they entered and came second in a local "Children's Parliament" competition. Their ideas are being shared and expressed when they decide how to raise funds for the school. Pupils take these meetings seriously and say they enjoy them also. In addition teachers welcome and seek the views of pupils during lessons and informally throughout the day.
24. Recent adjustments have been made to the internal arrangements within the building to accommodate growing numbers. Governors satisfactorily reviewed the policy for health and safety earlier this year and carefully considered the implications of changes made in school. Increasingly more attention is being given to security and risk assessment of new activities and situations with the expertise of governors now beginning to be well used. The school has just successfully completed a Healthy School Award. Staff who supervise during the day and administer first aid do so carefully and are particularly kindly towards all pupils. Standards of cleanliness within the school are exceptionally high and the very good work of the caretaker widely recognised and appreciated.
25. Links and liaison with agencies that work with the school are good. Traveller children are well supported and integrated into the life of each class and the school. Parents value very much the openness with which they are now welcomed when discussing in partnership the way to resolve any difficulties which may arise. Child protection procedures are included within the school prospectus and are overseen by the headteacher. She spends much time in case conferences and responds purposefully. She recognises the need now for all staff to undergo proper training in child protection. Links with parents get off to a good start in the reception class where flexible arrangements for induction effectively support young children when they start at the school.

Partnerships with parents, other schools and the community

Partnerships with parents are **good**. Links within the community and with other schools are **satisfactory** overall.

Main strengths and weaknesses

- Parents have positive views of the school and support the new style of leadership.
- Many speak of much improved and closer links with parents in the last two years.
- Good links with the nearby pre-school are particularly effective.
- The Fun Church Club is a good community link.
- Annual written reports to parents on their children's progress do not always provide adequate information on pupils' achievement.

Commentary

26. Parents and pupils have positive views and speak well of the many recent changes and improvements. Parents especially welcome the much better communication and links being established. They find staff approachable and friendly and appreciate the happier atmosphere. They like the way staff introduce four-year-olds to the school, the improved accommodation and the greater variety of clubs and activities organised for the pupils. They see it as a school that is being well led and one that is well organised. Most parents seemed happy with the progress their children make. Parents know they can get involved if they want to and several help within classes, on visits, in the newly established parent teacher association and as governors. Parents are kept well informed in newsletters and there are some good features now in the way the prospectus and annual report from governors share information among parents although there is still scope for them to report more fully on provision for those with special educational needs. Reports are detailed but do not always explain clearly enough how well a child is doing. Parents can see the headteacher at any time or in the weekly drop-in sessions if they have concerns. She seeks their views through questionnaires and informally when she makes herself accessible at the start and end of the school day.
27. There is good sharing of information with playgroup leaders and staff before children start in reception. Parents are fully involved in all arrangements to ensure that those new to the school settle in well and at their own pace. Flexible arrangements are appreciated and the strengths with playgroups are a good feature of provision overall. Links with the four secondary schools to which pupils are moving at the end of Year 6 are satisfactory with some good features in the joint projects being undertaken in literacy and numeracy with the main feeder school.
28. The headteacher is seeking, and with success, to establish closer links within the community which will benefit pupils in many ways. For example she has arranged more frequent visits and the older pupils often contribute to the parish magazine which is a good way of helping to celebrate the school within its community. The village was without a permanent vicar for several months and inevitably this meant church links suffered. But now things are back on track and the Fun Church Club held on a Thursday in the school is much enjoyed by pupils as well as several who attend from other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. The headteacher provides **good** leadership; governance is **satisfactory** but the contribution of subject leaders is **unsatisfactory**.

Main strengths and weaknesses

- The headteacher is providing good leadership and steering the school effectively through a period of change and improvement.
- The school improvement plan is not sufficiently rigorous in addressing raising standards.
- Subject leaders are not providing satisfactory leadership.
- Governors are very supportive of the school and are effective 'critical friends' to the school.

Commentary

29. The headteacher has only been in post for two years. On joining the school she quickly identified many weaknesses in teaching, the curriculum and the school ethos. She has focussed on addressing her concerns and has made many improvements in a short period of time to the benefit of pupils and parents. These include:
- establishing a new, separate reception class, which is giving children a good start to their education;
 - raising pupils’ self-esteem and readiness to learn, which contributes to the positive school ethos;
 - developing good links with parents;
 - managing considerable staff changes during a turbulent period while simultaneously establishing a secure and happy learning environment for pupils;
 - developing the role of the governors who are now far more involved in running the school;
 - introducing systems to gather information about pupils’ attainment and progress in readiness for setting challenging targets for learning;
 - establishing performance management systems for learning support assistants and teachers, which contributes to an increased ethos of accountability and shared concern to raise standards;
 - raising pupil numbers, and thus safeguarding the school’s budget.
30. The school staff and pupils are undoubtedly feeling the positive impact of this work in many elements of school life. However, the full impact on standards is yet to come. School management is satisfactory because, while effective systems are being introduced in readiness for the school to monitor pupils’ attainment and progress, what exists is too new to have been fully analysed and acted upon. Similarly, while the school spends its budget carefully, seeking best financial value for expenditure, there is no culture of self-evaluation and a rigorous comparison of the school’s performance with other small schools.
31. The school’s improvement plan focuses on entirely reasonable, practical activity. However, it does not provide a sufficiently clear strategic plan to raise standards or identify how the school will measure its success. It is not the driving force it needs to be. New subject leaders have worked hard to establish the necessary groundwork for their subjects: they have written policies and agreed curriculum plans with colleagues. However, they have not had time to move on to action that will accelerate pupils’ learning and so raise standards. For example, they have not monitored the quality of colleagues’ individual planning, ensured a consistent and useful approach to assessment throughout the school or monitored the quality of teaching and learning in the classroom.
32. The governing body ensures all statutory requirements are met. Governors have developed into keen members of the management team. They have a sound understanding of the school’s strengths and weaknesses but because they are new to being so involved have not conducted the monitoring visits that would give them even greater insight into the school’s needs. In their words they have of necessity been ‘reactive’ during the period of staff turbulence, but are

now 'poised, ready to be pro-active'. As they have developed their role they have supported the head teacher in some of her decisions, such as funding the new reception class, but have challenged her and 'reined in' other decisions. They are already good 'critical friends', asking questions, and on occasions saying 'not yet'.

Financial information

Financial information for the year April 2003 to March 2004			
Income and expenditure (£)		Balances (£)	
Total income	240 885	Balance from previous year	14 045
Total expenditure	245 596	Balance carried forward to the next	9 334
Expenditure per pupil	3 231		

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 **good**.

33. Most children join the school's reception class after attending pre-school provision. They start school with a wide variety of social, communication and mathematical skills. Most years, most children enter the school working at the level expected for their age. Although this year most children joined the school with less mature skills, they achieve well and will meet expected levels of knowledge and understanding by the end of the year in all areas of learning.
34. Boys and girls achieve equally well in the reception class because teaching is good. Adults are highly skilled at engaging their interest and imagination. Teaching is consistently well planned to meet children's needs, and they have plenty of opportunities to learn through making their own discoveries, in all areas of learning. The provision is led with a good understanding of how children of this age group learn best and adults work very closely together to benefit the children. The school has maintained the good provision seen for children in reception at the last inspection. It has successfully adopted the new Foundation Stage requirements for provision for this age group and established a separate reception class. The accommodation is satisfactory. A recent extension has increased the amount of indoor space, so all the required areas for children's learning are provided. Nevertheless the designated outdoor space remains small, although staff make satisfactory use of it.

Personal, social and emotional development

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

Main strengths and weaknesses

- Adults in the reception class set very good examples to children of how to behave and communicate.
- Children are happy and enthusiastic learners.
- There are insufficient opportunities for children to make choices about activities and resources.

Commentary

35. Teaching in this area of learning is consistently good. The current year group, from their low starting point, is achieving well and children are on target to reach the early learning goals for this aspect. Adults are unfailingly calm and supportive of children's ideas. Consequently they set children a very good example of how to behave and communicate. This consistency means that children are increasingly prepared to voice their ideas and tackle new tasks. A key feature of the reception class's success is the extent to which it helps girls

and boys of all ability levels and various backgrounds to become enthusiastic learners who are actively involved. Very good teamwork between the teacher and the learning support assistant means that children receive clear and consistent moral messages. The resulting sense of security means that children combine humour with moral outrage when a character in a book is 'naughty'. However, there are times when children are working in groups after the teacher's initial introduction, when staff miss opportunities to plan for children to have a greater choice of activities and resources.

Communication, language and literacy

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

Main strengths and weaknesses

- Children achieve well in early reading skills.
- Adults successfully help children to gain confidence in articulating their ideas.
- On occasions chances for children to practice early independent writing skills are missed.

Commentary

36. Children achieve well in this aspect of learning because of good teaching. Staff in the reception class successfully promote children's interest in books, stories and in letters and their sounds. A key strength of teaching is that adults exploit children's imaginations to make stories 'come alive' and books provide the basis for much work. This strategy ensures that boys and girls find books and stories a valuable source of enjoyment and this is apparent in their willingness to share books with an adult and to begin to read. Some children are likely to exceed expectations for their age by the end of the year in reading.
37. Skilful use of letter sounds means children are interested in sounds, which supports both early reading and writing skills well. Because children know that they will always be listened to sensitively and respectfully, they are willing to voice their ideas. In addition to developing speaking and listening skills this makes an important contribution to preparation for future writing as they get older. Children have sufficient opportunities to make marks on paper and their independent and developing writing is valued by adults, so they are not reluctant to try writing. However, there are more times when they write 'labels' than there are times when they try to develop sentences, and there are fewer children who are very confident writers for their age than expected.

Mathematical development

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Practical activities ensure that mathematical learning is relevant and fun for children.

- Good questioning by staff helps children to develop their understanding.
- Insufficient use is made of the role-play area within the classroom to support mathematical development.

Commentary

38. Very practical and interesting activities for indoors and outside are planned that successfully stimulate children's interest in number and shape. Good teaching ensures that mathematical learning is woven throughout a wide range of activities and experiences. During the inspection a 'biscuit making' day successfully linked early scientific work with learning about shape and quantity. Because adults have well pitched expectations of children they provide and reinforce specific vocabulary with the result that children enjoy acquiring new mathematical vocabulary. Thoughtful questions that have more than one answer allow children to respond at their own level. This good quality provision means that most children reach the level of knowledge, understanding and skill expected for their age. They are willing to use this good achievement to begin to calculate, for example, by using money in a 'play shop'. Because of the location of the role-play area, staff make insufficient use of its resources to support learning during numeracy activities.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- This extensive area of learning is planned well, with helpful links to other areas of children's learning.
- Children's understanding is developed well through observations and discoveries.

Commentary

39. Children achieve well in developing their knowledge and understanding of the world because of good teaching that is sensitive and thoughtful. They are on target to reach the expected goals for this area by the end of reception. Adults in the reception class have a good understanding of the value of children learning through practical experience, using their senses, and making their own discoveries. This area of learning is linked effectively with other areas of learning, such as creative work and communication, language and literacy. Children, for example, successfully developed their knowledge of natural materials while making a three-dimensional 'picture' relating to the class theme of the 'seaside'. Children satisfactorily work on computers, using software, for example to produce pictures of lighthouses. In discussion children reveal that they are developing a good understanding of the past; for instance they know that they were once babies who could not walk or read. They are also developing satisfactory opinions about their environment and, for example, identify favourite parts of their journey to school.

Physical development

Provision for physical development is **good**.

Main strengths and weaknesses

- Adults make good use of children's imaginations to support physical development.
- Adults observe children's dexterity closely and plan well to meet individual needs.

Commentary

40. Children achieve well because of good teaching which helps all children to make good progress in developing a wide range of physical skills that are in line with the expectations for their age. In movement lessons teaching makes effective links with other areas of learning, successfully harnessing children's imaginations. So, for example, children stretch into the shape of an 'L' and jump into a star shape. Skilful questioning from the teacher, accompanied with clear demonstrations means that children imagine 'paddling' a canoe. In this way children develop their co-ordination while reinforcing communication, language and literacy, mathematical development and creative skills. Throughout the day, in all activities, children use a wide range of small equipment, such as pencils and glue spatulas, which successfully develops their skills and confidence. Any weaknesses in children's dexterity are successfully addressed, as staff provide extra time for manipulating materials such as play dough.

Creative development

41. During the inspection it was not possible to see lessons with a specific art or music focus. Neither was it possible to observe children in imaginative 'role-play'. It is not possible therefore to make overall judgements about this area of learning. However, there is a clear strength in the extent to which children are encouraged to use their imaginations to enhance their learning in all areas of the curriculum. On these occasions most children work at the level expected for their age. Evidence from the organisation of the classroom, teachers' plans, photographs and discussions with staff also indicates that children have reasonable access to a role-play corner. However, staff recognise that this may not be in the best possible location in the room and are rightly considering moving it so that role-play may be more easily used within literacy and numeracy lessons.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **unsatisfactory**, but there are clear signs of improvement.

Main Strengths and weaknesses

- Standards in writing are below average but improving.
- The range and opportunities for writing and speaking aloud are limited.
- The introduction of a phonics scheme is beginning to have a positive effect upon the progress of pupils in reading and spelling.
- Assessment is helping to track pupils' progress but is not used effectively in teachers' planning to ensure individual pupils' needs are fully met.

Commentary

42. The school has not maintained the above average standards seen at the last inspection. Overall standards by the end of Year 6 have fallen, although standards in reading by the end of Year 2 have improved. Over the past three years the school's performance in national tests indicate that standards by the end of Year 2 were average for reading but well below average for writing, and that standards for English in Year 6 were well below average. This represented poor achievement. The present standards show some improvement but previous underachievement is still affecting standards and the progress of pupils across the school. No significant variation in the achievement of boys and girls was noted during the inspection.
43. Currently, standards in Year 2 are average in reading and below average in writing. The school's introduction of phonics to improve reading and spelling skills is beginning to have a positive impact on the pupils' progress. Standards in English in Year 6 are below average, an improvement on the previous results. However, current standards represent unsatisfactory achievement in writing by the end of Year 2 and Year 6 because of the lack of opportunities to write regular extended pieces in a variety of styles. Pupils with special educational needs are making satisfactory progress. They are well supported and make satisfactory progress towards their individual targets.
44. Pupils' speaking and listening skills are satisfactory across the school. Although a small number of examples were seen of pupils speaking before an audience and using 'talk partners', these opportunities are limited and so many pupils are not always confident to speak out in front of larger groups. Reading skills across the school are satisfactory. Year 6 pupils partner a younger pupil and read with them once per week, which they enjoy. This helps raise the self-esteem of those who find reading a challenge. Families provide useful support by hearing pupils read regularly at home.
45. Standards in writing are below average in Year 2 and Year 6. Although individual aspects of writing are learnt in lessons the older pupils do not have enough opportunities to use them in creative and extended pieces of writing. The pupils in all year groups read a variety of styles but do not have many opportunities to write in them. There are very few examples of extended pieces of writing apart from those undertaken in assessment activities. This is a key factor that is preventing standards from rising in writing. There are very few displays that celebrate children's writing.

46. Teaching and learning are satisfactory. Lessons have clear learning objectives and support staff are used effectively to support the learning of children. The very good relationships between teachers and pupils ensure they are attentive and engaged with their activities in all lessons. In some lessons the pace of learning slows when teachers talk for too long and do not always give pupils examples to build upon in their own work. Information from assessment is used to track pupils' progress but it is not used effectively to match work to their ability. Pupils are often given the same work regardless of age and ability. This is not extending pupils' learning and does not challenge all of them. Sometimes marking is good and it tells pupils what they have done well and what they can do to improve their work. At other times marking relates to the presentation of work and not how the content relates to the learning objective for a particular lesson or ways to improve. The use of targets is developing. In Year 5 and Year 6 pupils self-assess their understanding of a lesson and check on their progress against targets. However, targets are not specified to pupils at the beginning of activities so they do not work towards them. In other year groups, targets are used inconsistently.
47. Leadership and management of the subject have been unsatisfactory but recent improvements indicate that management is now satisfactory but overall leadership is unsatisfactory, as achievement remains unsatisfactory. There are, however, clear signs of improvement. There is a satisfactory curriculum in place based on national guidelines. The headteacher, who is the subject leader, has been effective in introducing new reading and phonics schemes that are beginning to raise standards but the schemes have only just started to be used. She has introduced good practices for monitoring the quality of provision and the standards achieved by pupils but these are all in their infancy and, therefore, are only just beginning to impact on classroom practice. The school's longer-term plans for the subject are not rigorous enough, especially in focusing on improvements in writing.

Language and literacy across the curriculum

48. The promotion of language and literacy in other subjects is unsatisfactory. Insufficient opportunities for the use of reading and writing are planned for in other lessons. While some useful examples of writing were seen in a history topic on the Romans, opportunities such as these are not regular enough. The frequent use of worksheets to record their work often limits the opportunities for pupils to use and develop different writing styles.

Modern foreign language (French)

49. Once a week, pupils in Years 5 and 6 have French lessons with a specialist teacher. No French lessons were seen during the inspection but evidence from work in books, lesson plans and discussions with pupils showed that lessons are planned carefully. Lessons develop vocabulary work for topics such as colour and number in Year 5 to the beginnings of more conversational French and rudimentary grammar in Year 6. Pupils' work is marked conscientiously and they enjoy the subject. They talk about the lessons enthusiastically and their written work is carefully presented.

MATHEMATICS

Provision for mathematics is **unsatisfactory** but there is evidence of improvement.

Main strengths and weaknesses

- Pupils' mental arithmetic skills are weak and they under-achieve in mathematics.
- Recent changes in staffing are beginning to raise standards.
- Information on how well pupils have done is not used as well as it could be.
- Insufficient use is made of practical resources, ICT and work in other subjects to help pupils develop their mathematical understanding.

Commentary

50. Improvement in the quality of provision since the last inspection has been unsatisfactory. At that time standards were well above average at both Year 2 and Year 6, and pupils made very good progress. Since then, standards have declined, and in national tests at Year 2 and Year 6 over the period 2002-2004, standards were well below average compared with all schools and similar schools. While most pupils reached the expected standard for their age, fewer pupils than expected reached the higher standards of Level 3 at Year 2 and Level 5 at Year 6. Over this period, there was significant underachievement in mathematics. The school has satisfactorily begun to address this weakness, and standards and achievement are beginning to improve.
51. Changes in staffing and recent initiatives are having a positive impact, and standards are now rising and are currently below average by Year 2 and Year 6. While the majority of pupils, including those with special educational needs and higher-attaining pupils in Year 6, are now making satisfactory progress, achievement over time remains unsatisfactory overall. Although helping to raise standards, the current rate of progress has not been sufficient to completely address all previous weaknesses. Younger pupils have not developed a sufficiently rapid recall of number facts and a suitable range of strategies for adding and subtracting numbers. Older pupils have not fully developed their understanding of a sufficiently wide range of strategies so as to be confident in solving number problems. As a result, many pupils throughout the school lack confidence in solving problems and applying mathematics in practical situations. Pupils' understanding of the properties of geometric shapes and their use of mathematical language to describe their properties is also weak. No significant variation in the achievement of boys and girls was noted during the inspection.
52. Previous test results indicate weaknesses in the teaching. However, recent initiatives and staff changes have ensured that teaching and learning seen during the inspection were satisfactory overall. There are a number of common strengths in the teaching and some weaknesses. Learning support assistants are well-deployed in lessons. Their reinforcement of teaching ensures that the groups they support, including those with special educational needs and traveller children, understand what is expected of them and that they make satisfactory progress. Staff manage pupils well and very good relationships encourage pupils to have positive attitudes to their learning.

53. There is insufficient consistency across the school in other aspects of teaching to ensure pupils make better than satisfactory progress through the school. Teachers' planning is satisfactorily based on the National Numeracy Strategy but sometimes activities, including the mental activity at the start of lessons, lack the sharp focus on what pupils are to learn. The balance between the mental starter, teacher input and pupils' activities is not always as effective as it could be. In lessons seen too much time was taken up by the first two of these activities, leaving insufficient time for pupils to develop their understanding through individual practice. The methods chosen often do not provide sufficient practical opportunities for pupils to develop their understanding or to use and apply their mathematical skills in everyday situations. Teachers do not always provide pupils with adequate access to practical resources. An examination of pupils' books showed that the quality of marking, target setting and the presentation of pupils' work all vary from class to class. Effective use of computers to support learning was seen in one lesson. However, insufficient use is made of computers to consolidate and improve pupils' learning in mathematics.
54. The management of the subject is improving and is satisfactory as the subject leader now monitors its performance more closely and is beginning to identify where weaknesses lie. A satisfactory curriculum is in place and resources are satisfactory. However, leadership is unsatisfactory, as it has not been strong enough to put effective action into place to tackle all the weaknesses identified and to raise pupils' achievement quickly enough. Newly introduced assessment procedures are satisfactory but are not consistently well used to help teachers check pupils' progress and to plan work closely enough matched to their needs.

Mathematics across the curriculum

55. Pupils' use of their mathematical skills in other subjects is unsatisfactory. There are too few planned opportunities for developing their understanding and reasoning skills by using and applying mathematics in other subjects. Although some examples of the use of measures was seen in science, insufficient use is made of data handling, number and measures in science, design and technology, and geography.

SCIENCE

Provision for science is **poor**.

Main strengths and weaknesses

- Standards in science for older pupils are well below expectations for their age and their achievement is poor.
- Lessons for pupils in Years 3 to 6 are not planned with sufficiently clear learning intentions and expectations of pupils are too low.

- The hard work put in by the new subject leaders is too recent to have had a positive impact on standards and achievement for older pupils and leadership of the subject is, therefore, unsatisfactory.

Commentary

56. The poor results seen in national tests for Year 6 pupils in science over the last three years are continuing. Current standards in the subject are well below average and this represents poor achievement for these pupils. However, most pupils are attaining standards close to expected levels in Year 2, although there are more pupils with difficulties in scientific understanding than there are higher attaining pupils, so overall standards are below average. This means that there is still some underachievement for these pupils, both boys and girls. What we are seeing now is younger pupils gradually 'catching up' because of satisfactory teaching while older pupils are making insufficient progress to compensate for gaps in their previous learning because teaching is unsatisfactory. Pupils with special educational needs make similar slow progress as their classmates.
57. Science lessons for pupils in Years 3 to 6 do not have consistently clearly identified learning intentions either for the whole class or for different groups of pupils within the class. This means that lessons too readily lose their scientific focus and individual needs are not met sufficiently. Teachers understand the value of practical activity but lessons are slow, pupils do not have rigorous enough challenges with practical work or teachers spend too long introducing the activity. Assessment is unsatisfactory because newly introduced procedures are not being used consistently. Low expectations mean that pupils are not using their writing skills sufficiently to explain scientific discoveries and ideas. Marking in books does not ensure that pupils appreciate what they have learned scientifically and what they need to do next. No lessons were seen with pupils in Years 1 and 2 but evidence from work and from discussion with pupils and staff indicates a more positive picture. The newly adopted small schools' curriculum is helping teachers to plan suitable lessons and pupils are now learning at a reasonable rate in these year groups. However, they have not yet fully recovered from previous weaknesses in the subject.
58. The head teacher had rightly prioritised increasing standards and achievement first in English and then in mathematics, this is understandable. The new subject leaders have worked hard and with commitment to establish a relevant subject policy and to help put suitable planning in place. Nevertheless, the leadership and management of the subject currently are unsatisfactory because it is too soon for this action to have made much impact on pupils' standards and achievement, assessment procedures are still being developed, and subject leaders do not monitor colleagues planning or teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **unsatisfactory**.

Main strengths and weaknesses

- Standards by Year 6 are below national expectations and pupils under-achieve.
- Pupils' ICT skills are not used well enough to support their work in other subjects.
- The subject makes a positive contribution to pupils' personal development.

Commentary

59. At the time of the last inspection, provision for ICT was good and pupils' attainment compared well with pupils of a similar age. The school has not kept pace with developments in the subject and pupils' progress declined because of their limited access to computers. In order to address this weakness the school has increased the number of computers available.
60. Currently standards in Years 1 and 2 are in line with national expectations and pupils' achievement is satisfactory. In Years 3 to 6, standards are below average because there are gaps in pupils' previous learning. Their achievement is unsatisfactory. By Year 6, most pupils are confident in using a number of suitable programs but their use of the Internet and e-mail is limited. Pupils have not developed their knowledge and skills sufficiently to use desktop publishing programs, produce multimedia presentations or use spreadsheets and learning has been unsatisfactory.
61. Overall, teaching is unsatisfactory, as pupils have not made sufficient progress in their learning. However, the small amount of teaching seen during the inspection was satisfactory. Teachers have satisfactory subject knowledge and provide clear explanations on the use of programs. They intervene effectively to tackle pupils' individual problems. Lessons are well managed and so pupils work sensibly in pairs and the subject makes a good contribution to their social development. Demonstrations on the use of a program are given with pupils having to watch a single monitor. Opportunities for the class to then have 'hands-on' experience, particularly for the older pupils, may take several days. This results in a slow pace of learning for all pupils, including those with special educational need. The school intends to address this issue by the introduction of interactive whiteboards in the autumn term. Assessment procedures are not rigorous enough to help teachers in their planning and to ensure gaps in pupils learning are identified and then addressed.
62. The leadership and management of the subject are unsatisfactory, as the school has not maintained the strengths noted at the last inspection. Planning and monitoring of the subject have not sufficiently addressed the need to raise standards in ICT. The recently adopted two-year rolling programme of work for the subject is satisfactory and ensures that all aspects of the subject will be taught.

Information and communication technology across the curriculum

63. This is unsatisfactory overall. Pupils use computers to type and print some of their written work and to find information and present information in other

subjects. However, the school is not making sufficient use of its new resources to develop pupils' ICT skills, support their learning in other subjects or as an aid to teaching.

HUMANITIES⁴

In humanities, work was sampled in geography and history. All the pupils' work available was analysed, staff and pupils were interviewed but no lessons were seen. It is therefore not possible to form overall judgements about provision in these subjects.

64. **Geography** and **history** were not a focus for the inspection but evidence from the work seen in books reflects that the school is planning satisfactorily for the full National Curriculum. Work in these subjects indicates that expectations of pupils' presentation and use of writing are seldom good enough. Discussions with staff indicate that while there has been staff discussion regarding possible means of assessment, the individual teacher decides what and how to assess, because there is no whole school policy. The school makes good use of visitors and visits to enhance the history curriculum. For example, younger pupils visit the 'Teddy Bear Museum' to help them compare new and old toys, while older pupils have a visit from an archaeologist to enrich their learning about the Romans. The school makes good use of historical replica artefacts to support pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection did not focus on these subjects and so it is not possible to make judgements on the quality of provision across the school.

Art and design

65. The quality of the small amount of pupils' previous work on display indicates satisfactory standards in painting and drawing, with satisfactory use of colour and sketching for their age. Useful links are made with other subjects; for example, pupils' paintings are linked to the geography theme of rivers. Pupils enjoy art but have little knowledge of the work of well-known artists or styles of art from other countries and cultures. Pupils in Years 3 to 6 use sketchbooks to record their initial ideas but not frequently enough or with sufficient focus on the development of artistic skills to ensure better than average progress.

Design and technology

66. Teachers' planning shows that pupils are taught to make a suitable range of artefacts, including puppets and houses for a storybook character. Pupils add labels to their simple sketches to identify materials and they write brief

⁴ Because the school is a voluntary aided school, the inspection of religious education and collective worship is carried out under Section 23 of the Schools Inspection Act 1996 (Denominational Education) by an inspector approved by the diocese and appointed by the governing body.

evaluations of their work. Their plans and evaluations are completed for each activity but the quality of this work does not improve sufficiently as pupils move through the school. It does not include alternative ideas, measurements, tally charts and graphs to show the results of simple surveys, and more careful evaluations indicating what worked well and what could be improved. In the one lesson seen, teaching was satisfactory. Pupils enthusiastically learnt how to make paper stronger by rolling it into 'logs'. However, insufficient focus was given to developing pupils' designing and making skills, and this was also found to be the case in pupils' planning books. There is no whole-school system to assess and record pupils' progress in their knowledge, skills and understanding.

Music

67. A music teacher visits the school one day per week to teach music to all year groups. Pupils are taught in individual year groups. Two lessons were seen during the inspection, one good and one satisfactory. Where teaching is good the pace is quick and several related activities are presented to the pupils. Music lessons follow on from previous learning and the pupils generally enjoy their activities. The specialist teacher ensures good links between music and class work in other subjects. Standards seen in these lessons in Year 2 and Year 6 were in line with national expectations. In a Year 6 lesson, pupils satisfactorily played percussion and tuned instruments to a tune that the music teacher had composed incorporating a samba beat. Pupils satisfactorily played percussion instruments as the rhythm whilst those receiving musical tuition played the tune well. In a good Year 2 lesson, pupils made quick progress learning songs with a sea theme and also created actions to match the rhythm of the music. The pupils identified well the difference between fast and slow music. Music lessons satisfactorily incorporate both performance and appreciation of others' compositions. There are examples of pupils creating their own music but not of them recording them in a written form. During the inspection opportunities for pupils to create their own music or make suggestions for improvements to their performance were not seen.
68. In assemblies, pupils sing tunefully and music is used at the beginning and end although the pupils' attention is not drawn to the composer or country of origin. Music from other countries is underrepresented, as are modern composers. Little audio or literary resources from either of these groups are in school although the music teacher brings in her own resources. There is a good range of extra-curricular activities, which include singing, instrumental tuition and visits to an orchestra. Pupils in Year 6 perform in local music events with other schools as well as performing at their own school events. Concerts and performance make a valuable contribution to pupils' overall musical and social experiences. There are no opportunities for pupils to use computer programs to compose their own music.

Physical education

69. The school has a satisfactory curriculum that ensures pupils are taught the full range of activities, including gymnastics, dance and games. The school has a satisfactory programme for swimming, in which all pupils in Years 3 to 6 take

part in weekly lessons in the autumn term. There are good opportunities for pupils to enrich their learning through taking part in competitive sports and a range of extra-curricular activities. These activities are enjoyed by the pupils and make a positive contribution to their social development.

70. In the lessons seen, teaching was good in two and satisfactory in the third. Pupils in Years 1 to 6 showed basic games skills and co-ordination in line with expectations for their age. Some lessons and parts of lessons seen during the inspection were taken by a visiting instructor as part of a locally funded project to develop pupils' basic physical skills. Pupils and staff benefited from this specialist input. Teachers felt that by observing the activities it broadened their knowledge of the subject. Pupils enjoyed the instructor's enthusiastic approach and good pace, and found the activities fun. Consequently, they were very well behaved, attentive and worked hard at improving their performance. Each activity seen had a clear focus on developing pupils' co-ordination, as when moving between markers in the hall and using racket and ball outside. Lessons began with an effective warm-up and so pupils had a good understanding of the impact of exercise on their bodies. Learning in the activities seen was at least satisfactory and at times good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. Only one lesson was seen during the inspection and so it was not possible to make an overall judgement on provision. At present there is no formal whole school programme to develop pupils' personal, social, health and citizenship skills. However, raising pupils' self-esteem and self-confidence are important aspects of the school's work. The staff provide good pastoral support. As a result pupils' are happy to take on responsibility. Year 6 pupils prepare the hall for assembly and organise and operate many of the extra curricular activities. There are good levels of pupil involvement in clubs, very good relationships and very good behaviour around school. Healthy living is being encouraged and the school is a happy environment for the pupils.
72. The school has established a school council this year made up of all the Year 6 pupils. Observation shows that they are able to make decisions through a democratic process and take others feelings into account when making decisions. These pupils also 'buddy' a younger child in the school and read and play games with them. In assemblies pupils are encouraged to consider how their actions affect others. Pupils are aware of others' needs and take care of each other.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	3
Attitudes	3
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	5
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	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
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	5
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).

