

INSPECTION REPORT

**GREAT WITCHINGHAM CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY SCHOOL**

Great Witchingham

LEA area: Norfolk

Unique reference number: 121148

Acting Headteacher: Mr D Chinnery

Lead inspector: Mr R Fry

Dates of inspection: 20 – 22 September 2004

Inspection number: 268060

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	60
School address:	Lenwade Street Great Witchingham Norwich Norfolk
Postcode:	NR9 5SD
Telephone number:	01603 872345
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Appropriate authority:	Governing body
Name of chair of governors:	Mr S Harvey

CHARACTERISTICS OF THE SCHOOL

Great Witchingham CE (Aided) Primary School is a much smaller than average sized school. The school draws pupils from a rural area west of Norwich. Children's attainment on entry to the school is typical of children nationally in most years but is below average in some years. All teachers are relatively new to the school and this year and last the school has been led by an acting headteacher. Most classes are mixed age. The socio-economic composition of the area is mixed. There is little movement of pupils during the year. Seven per cent of pupils are known to be eligible for free school meals, which is a below average proportion. Fifteen per cent of pupils have special educational needs, which is low average. Pupils, for example, need extra help with reading and writing skills or have other learning or behavioural difficulties. No pupils have statements of their special educational need. There are no pupils from minority ethnic backgrounds.

The Church of England will inspect religious education and spirituality later in the term and issue a separate report.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21073	Roger Fry	Lead inspector	English Mathematics Geography History Physical education Special educational needs
19575	Alan Sanders	Lay inspector	
20963	Judy Keiner	Team inspector	Science Art and design Design and technology Information and communications technology Music Foundation Stage

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	
AREAS OF LEARNING IN THE FOUNDATION STAGE	17
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Great Withingham CE VA Primary School provides a satisfactory education for pupils. Pupils this term in Year 6 are working at the standards expected nationally in English, mathematics and science. Pupils' achievement is satisfactory over time, taking into account their abilities on entry to the school. Teaching and learning are satisfactory. The acting headteacher and staff have made a good start with moving the school forward in the last 18 months. Governors make a satisfactory contribution to the work of the school. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The acting headteacher leads the school effectively. The school has made good strides forward under his guidance and he has been well supported by all staff.
- Pupils' standards of reading in Year 6 this year are above average.
- Pupils' standards of writing are significantly lower than those for reading and are not high enough.
- The teaching and learning in the Foundation Stage are consistently good and young children achieve well.
- Occasionally higher attainers are not set hard enough work.
- Pupils' moral and social development is very good. Pupils' attitudes to school, behaviour and relationships are very good.
- There are gaps in older pupils' knowledge of information and communication technology (ICT).
- The accommodation has no separate area where reception children can play.
- Parents' and pupils' views of the school are strongly positive.

There has been unsatisfactory progress with the key issues identified in the last inspection report in 1999. Pupils' spelling and punctuation have improved but pupils' writing standards are significantly lower than those in reading. The tasks higher attainers have to do are more challenging, but occasionally higher attainers are not set harder work from the outset of lessons. A separate outdoor area for young children has not been established. Many changes of staff have meant that the required changes to the curriculum, assessment and the management of subjects did not begin until 18 months ago. Arrangements for gathering the school together in the largest classroom are an improvement. Parents' views of the school are more positive, pupils have better attitudes to work and attendance is better. The provision in the Foundation Stage has improved.

STANDARDS ACHIEVED

The school's results in National Curriculum tests at the end of Year 6:	compared with all schools			and similar schools
	2001	2002	2003	2003
English	B	C	C	C
Mathematics	C	C	E	E
Science	B	C	E	E

*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 6.*

Pupils' achievement is satisfactory over the last four years. The table above shows that in comparison with broadly similar schools in 2003, Year 6 pupils' standards were average in English and well below average in mathematics and science. In 2002, Year 6 pupils' results were average. Results vary considerably from year to year because numbers of pupils in each year are very low. Results therefore need to be treated with caution. In 2004, pupils' results indicated that they were close to national averages in English and science and below average in mathematics.

Children this year in Reception are working at standards above those typical nationally overall. Children also achieved well last year. In Years 2, 4 and 6, pupils' standards in English, mathematics and science are similar to those expected nationally at this time of year. In Year 6, pupils' standards of work are above average in reading. Pupils' achievement is satisfactory. Pupils do not reach the expected standards in ICT by Year 6. There are no significant differences between the attainments of boys and girls. The school's results are matching the national trend for improvement by the end of Year 6. Pupils with special educational needs reach the targets set for them.

Pupils have very good attitudes to school. They are enthusiastic and eager to learn. Pupils arrive at school on time and attendance is very good. Standards of behaviour are very good throughout the school. **Pupils' spiritual, moral, social and cultural development is good.** Relationships are very good.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching and learning are satisfactory. Procedures for assessing pupils' progress are satisfactory. The best teaching observed allowed young children to make rapid progress in language and social development lessons. Teachers throughout the school motivate pupils by making lessons interesting. Pupils respond enthusiastically and learn effectively. Swimming is taught very successfully. In a few less successful lessons, teachers set tasks that are too easy for higher attaining pupils.

The curriculum is now good overall. Aspects of the curriculum for ICT are not taught, but there are adequate plans to improve provision. The accommodation and resources are satisfactory but there is no separate outdoor area for young children. Partnerships with parents are very good. The school provides effective care for pupils, but some health and safety policies are not understood by all. Parents are kept well informed about the school's activities. Community links and initiatives are good. Links with other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Leadership overall is satisfactory. The work of the governing body is satisfactory. The acting headteacher leads the school effectively. He and the staff have identified the school's weaknesses and have put plans into place to rectify them. The team of teachers and support staff work well together. The local education authority has provided extended and positive support for the school. The school does not meet statutory requirements for the teaching of ICT and for health and safety. Management overall is satisfactory. The administration of the school is very well organised.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents strongly value the school's work and their views are very positive. Parents raised three issues. Inspectors judge that rewards for pupils are used fairly by the staff. The school has a good range of extra-curricular activities planned for this term. The music curriculum is satisfactory.

Pupils have strong positive views about their school. They enjoy participating in all the school does.

IMPROVEMENTS NEEDED

The most important things the school should do are to:

- Raise pupils' standards of work and achievement in writing.
- Raise pupils' standards of work and achievement in ICT in Years 3 to 6. Ensure that the full curriculum is taught. Develop the use of ICT in other subjects.
- Provide a separate external area for Reception children to use for learning outdoors.
- Consistently challenge higher attaining pupils with harder work.

And to meet statutory requirements:

- Ensure that all adults know and understand the school's health and safety policies.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning AND subjects

Pupils are working at the standards expected in English, mathematics and science in Years 2 and 6 this term. Pupils' achievement overall is satisfactory.

Main strengths and weaknesses

- Reception children achieve well.
- Year 6 pupils' standards of work are above average in reading this year.
- Pupils' achievement is satisfactory across all subjects except ICT.
- Pupils' achievement in ICT is unsatisfactory by the end of Year 6.
- Pupils' standards of writing are significantly lower than in reading and are not high enough.
- Pupils with special educational needs meet the targets set for them.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.7 (15.2)	15.7 (15.8)
writing	12.5 (14.2)	14.6 (14.4)
mathematics	16.5 (16.6)	16.3 (16.5)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.0 (27.4)	26.8 (27.0)
mathematics	25.4 (26.6)	26.8 (26.7)
science	27.0 (28.6)	28.6 (28.3)

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

1. The tables above show that in comparison with schools nationally in 2003, Year 2 pupils matched the national average in reading, were below the average in writing and were slightly above in mathematics. In Year 6, English results were slightly above the average and mathematics and science were below average. The improvement ('value added') made by pupils since Year 2 was below average. Overall results in 2002 were higher in Year 6. It is likely that the many changes of staff in the period about two years ago had a negative effect on standards. However, results vary considerably from year to year because numbers of pupils in each year are very low. Results therefore need to be treated with caution. Up to 2003, the school's results improved faster than the national trend by the end of Year 2 and matched the national trend by the end of Year 6. Last year's results (2004) are likely to be below average in Year 2 in reading, writing and mathematics compared with all schools. The results in Year 6 are likely to be below average in mathematics and close to average in English and science. Work that pupils completed last year shows that they achieved satisfactorily.

2. In Years 2, 4 and 6, pupils' standards in English, mathematics and science are similar to those expected nationally at this early time of year. In Year 6, pupils' standards of work are above average in reading. Pupils' achievement is satisfactory overall. Pupils' standards of writing are significantly lower than those in reading and the gap is too great. The school has identified this issue and has plans to close the gap by, for example, allowing pupils more time to write at length.
3. The teaching motivates pupils to do their best and pupils' very good attitudes to work are making a positive difference to their standards of work. The teaching meets the capabilities of most groups, including lower attaining pupils in the mixed age classes. The school has set realistically high targets for Year 6 pupils to attain in 2005. It is too soon to comment that standards are rising. However, the school has most of the necessary components in place, such as an improved curriculum and consistent teaching, to make this happen.
4. There are no significant differences in the achievement of boys and girls. Girls show a particular interest in reading in Year 6 and their standards are above average. Boys tend to be more confident in ICT lessons. The school's overall maintenance of standards since the last inspection is satisfactory. Provision has been given a boost this year because of improved subject leadership generally in English, mathematics and science and the school's capacity to understand and act on trends in standards. Teachers have isolated several significant factors to improve standards, for example, to maintain a very good pupil to adult ratio so that gaps in pupils' knowledge can be filled.
5. Most children in the Foundation Stage are working above the standards expected nationally for their age in personal, social and emotional development, communication, language and literacy and mathematical development. They are working at the expected standards in the other Areas of Learning. Children achieve very well in personal, social and emotional development because of the good quality of the teaching and children's very good attitudes to work. Overall their achievement is good. The teacher organises the curriculum well to ensure that the most is made of opportunities for play and talk, although the lack of a dedicated outdoor area for this age group limits lessons about knowledge and understanding of the world and in physical development.
6. Not enough attention is given to developing language and literacy skills across the whole curriculum, such as in science. This limits pupils' writing standards. However, some interesting examples of extended writing were seen, for example when pupils discussed the reasons why sailors wanted to explore the world in the past. Pupils do not explore the potential of ICT enough to draft and produce attractive work using computers.
7. Teachers make good use of mathematics in several subjects. For example, in design and technology pupils estimate and measure lengths during the making phase of their work. Pupils construct tables and graphs to show their findings in science and show they can interpret the information gained. Pupils do not explore the potential of ICT enough to practise skills in mathematics.
8. Pupils' standards are in line with those found nationally in Year 2 in ICT, but are below those expected for Year 6. Standards have been affected by equipment and technical support shortcomings, and staff training has not kept pace with changes in the range of knowledge, experience and skills expected. Pupils do not achieve well enough by Year 6. This is partly because lessons do not take enough account of pupils' wide range of learning needs. It is also because teachers are not covering the national requirements fully.
9. Pupils with special educational needs make satisfactory progress towards their individual targets in English and mathematics because the teaching assistants provide appropriate support under the direction of teachers.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- Children's and pupils' very good attitudes and behaviour make the school a very harmonious community and learning environment.
- Attendance is a strength of the school.
- The school successfully promotes very good relationships.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.9	School data	0.1
National data	5.4	National data	0.4

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

10. The school has sustained very good attendance for some time. Pupils arrive at school on time. The school promotes and monitors attendance very well. Registration procedures each day are efficient and quick. There have been no exclusions.
11. The consistently very good behaviour of children and pupils of all ages is evident in lessons, assemblies and breaks, sustaining the findings of the last inspection. No unsatisfactory behaviour was seen during the inspection. During a rainy lunchtime, Years 1 and 2 pupils read or played happily in their classroom with board games and shared toys. A Year 1 pupil had a fascinated group of classmates listening intently to her explanation of how to play a word-building game. Another pupil commented that there were never any disputes as to who would play with the attractive games and toys because, "People wait for their turn." Pupils are polite and respectful with all adults, including visitors, and with each other. The very good and caring ethos of the school reflects its Christian mission. It results in pupils knowing right from wrong and showing consideration for others. Both parents and pupils are confident that any events of bullying or harassment are very promptly and fairly dealt with.
12. Adults encourage children and pupils to take responsibilities and become independent. Although there is not yet a school council or similar system, there are opportunities for pupils to contribute ideas and have their opinions about the school considered. Children in the Reception class and Years 1 and 2 pupils discussed how they could help make the school environment better, and their teacher helped them to make a list of suggestions to take to the headteacher.
13. The school promotes pupils' personal development effectively. It is very successful in enabling children under five to achieve beyond national expectations in this Area of Learning. Teachers use well-planned assemblies as part of their wider promotion of pupils' spiritual, social, moral and cultural development. In an assembly for older pupils on the life of St Francis of Assisi as a peacemaker, they discussed their own experiences and ideas about how to avoid and resolve conflicts. In the parallel assembly for younger pupils and children, they attentively followed and joined in the headteacher's sensitive discussion of how the Baobab tree is used in African cultures as a space where people can sit and find peace. Lessons in geography, art and design music and history develop pupils' cultural awareness satisfactorily. Visits include

opportunities to broaden pupils' spiritual and cultural experience, when pupils, for example, visit churches.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching and learning are satisfactory and teachers' assessments of pupils' progress are satisfactory. The curriculum is good. The school provides a good range of extra-curricular activities. The accommodation and resources are satisfactory. Pupils are well cared for. Links with parents are very good. Links with the community and other schools are good. The school takes adequate account of pupils' views.

Teaching and learning

The quality of teaching and learning is satisfactory. Assessment procedures and their use to guide teachers' planning are satisfactory.

Main strengths and weaknesses

- The majority of teaching observed was good or very good.
- The teaching in Reception is consistently good.
- Teachers use questioning well to make lessons interesting and consolidate new ideas.
- Teachers insist on very good standards of behaviour.
- Work is not always well matched to higher attaining pupils' abilities.
- There are no whole-school systems to record pupils' progress in several subjects.

Commentary

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	9	8	1	0	0

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

- The teaching and learning observed are satisfactory overall and consistently good in the Foundation Stage. The teaching is improving because it has been the focus of intensive action from the acting headteacher. The local education authority has also made helpful suggestions about how to improve the provision, which the school has used successfully. Improvements to the curriculum have also helped pupils to learn new ideas more quickly.
- The Foundation Stage teacher organises the curriculum well to ensure that the most is made of opportunities for play and talk. Almost all teaching is good or very good, and no unsatisfactory teaching was seen. The teaching assistant regularly makes good quality records, which the teacher organises and uses well to plan the right class lessons and learning experiences for individuals and groups, including those with special educational needs. Pupils' learning is particularly rapid in social skills because adults set a very good example and children respond very well. The teacher organises the mixed age provision each afternoon effectively and pupils and all children make good progress.
- Teachers' knowledge of English and mathematics is sound. Pupils make satisfactory progress in lessons. The National Literacy Strategy and the National Numeracy Strategy have been priorities for action and have been well implemented this year. In the English and mathematics lessons in Years 1 and 2, the teacher explained work clearly so pupils knew what they had to do, and used questions effectively to check pupils' understanding. The teacher's quiet manner means that pupils listen very well and get the most out of lessons. Pupils respond well to the positive atmosphere in school, and they are inclined to work harder

as a result. Higher attainers do not always have work that extends them fully. This is an area for the whole school to improve as it is having some negative effects on the standards attained by these pupils.

17. There are a number of key strengths in the teaching that assist pupils' progress in Years 3 to 6. Very good standards of behaviour are maintained. The teachers provide good opportunities at the beginning of lessons for pupils to revise their knowledge and consolidate what they know. Lessons are well paced with enough time for pupils to work independently and collaboratively. There are good opportunities for pupils to reflect on their learning, to discuss and explain their work with partners and to the teacher and to write about it. The carefully chosen activities are usually well matched to pupils' abilities, but not always for the more able.
18. In a science lesson in Years 3 and 4 the teacher provided the right balance between direct teaching and opportunities for pupils to explore ideas. She questioned and taught the pupils skilfully. Pupils made good gains in knowledge about the work of plant roots. In Years 5 and 6, pupils learned quickly how to multiply numbers in a new way because the teacher was well prepared and explained every key point several times.
19. Teaching of ICT is unsatisfactory overall. Satisfactory teaching was seen in Year 5. Pupils used a database to collect and store basic data about themselves and prepared to build it into a local survey. The teacher prepared the lesson well, building on pupils' previous knowledge and giving clear demonstrations that enabled pupils to enter and check the accuracy of the information. Unsatisfactory teaching was seen in Years 1 and 2. A few pupils make too little progress because their keyboard skills are so limited they need help from classmates to find the letters in their names. Others are clearly very experienced and skilled in using computers at home, and could tackle tasks well beyond those set. Because there is not yet an effective assessment system for the subject, teachers' planning and classroom guidance does not take account of the very wide range of knowledge and skills in each class.
20. The school also lacks an agreed system for recording pupils' attainment and progress in subjects such as geography and history. Teachers keep their own individual records, but pupils' progress is not monitored closely enough to ensure that teachers know how much progress pupils make year on year.
21. Pupils with special educational needs are appropriately supported by the very good ratio of adults to pupils. Teachers and support staff understand pupils' emotional and academic needs well. The teaching assistants are well informed and provide good levels of guidance and encouragement for pupils. Pupils' self-confidence increases and they tackle their work with positive attitudes.

The curriculum

The curriculum is good. The school provides a good range of extra-curricular activities. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The school's yearly planning for subjects is good overall.
- The range and quality of extra activities enrich pupils' learning well.
- The co-ordinator ensures curriculum planning for mixed age classes is well managed.
- ICT is not being used widely enough to support learning in other curriculum subjects.
- The lack of suitable outdoor accommodation and planning for outdoor learning in the Foundation Stage continues to hold back children's progress in physical activities.

Commentary

22. Since the last inspection the quality of the curriculum offered to all age groups has improved through the well-managed use of national guidance and teaching plans. Most of this improvement has occurred in the last 18 months. The organisation of assemblies no longer reduces the time for lessons. The school's good curriculum planning ensures that most of the national requirements are covered thoroughly and teachers engage pupils' interest and commitment. However, there are gaps in the planning for ICT. The school's curriculum co-ordinator has worked effectively to ensure that the two- or four-year cycle of teaching topics gives pupils the right sequence of experiences in all the required areas. Both Reception and Years 1 and 2 pupils benefit from good quality shared lessons that meet their different curricular needs. However, the effectiveness of lessons in some practical subjects for younger pupils is sometimes limited. This happens because some subjects, such as design and technology, are timetabled to follow others, such as physical education, in succession. Too little time is then allocated for pupils to develop their work to a good standard.
23. Teachers identify pupils who have special educational needs as early as possible and make accurate assessments of pupils' needs. Teachers then set realistic targets for them to attain and together with the support staff regularly check how well pupils are doing. They make sure the work they give them is relevant and helps them to reach their targets. About a quarter of targets that teachers record for pupils to complete are not easily measured. This is an area for the school to improve.
24. The national strategies for literacy and numeracy are implemented well now and consequently pupils make satisfactory progress in both literacy and numeracy lessons. The school's provision is improving. Teachers make good use of form time to discuss learning targets with individual pupils.
25. The school provides a good range of enrichment and extra-curricular activities, which are popular with pupils. These include whole-school visits to nearby interactive science and rural life museums, art, sports, music, after-school clubs and visitors such as a Roman centurion role-player.
26. The accommodation and resources are satisfactory. The library and classrooms are well stocked with up to date books. The school uses the adjacent off premises hall satisfactorily for indoor physical education lessons. Accommodation for the Reception class is unsatisfactory. The continuing lack since the last inspection of a separate secure outdoor area for children in the Foundation Stage inhibits planning for them to experience outdoor learning throughout the day. It also restricts their opportunities to use large play equipment, such as climbing frames. ICT resources have been improved by the recent acquisition of networked laptops, but there are no large-scale projection or display facilities, which restrict the effectiveness of teaching.

Care, guidance and support

Pupils receive good support and guidance. Involvement of pupils through seeking, valuing and acting on their views is satisfactory.

Main strengths and weaknesses

- Adults are not aware of the content of all policies.
- The provision for pupils with emotional and behavioural difficulties is good.
- The school works well in partnership with external agencies to ensure that pupils are well cared for and supported.

Commentary

27. Pupils feel well cared for and this sense of belonging has a positive effect on their attitudes to school. The school is well maintained, clean and tidy, and a comfortable and welcoming place to be in. Not all adults know all health and safety procedures, such as how to treat pupils with

a cut or bruise safely. A limited number of adults have first aid training but further training for all staff will take place this term.

28. The school does not have a formal mechanism for hearing pupils' points of view, but pupils concerns and suggestions are taken seriously and are acted upon. Pupils are confident that they know who to go to at school if they are worried or upset, and that any problems will be sorted out effectively. Teachers make good use of communication lessons ('circle-time' discussions) to which all can contribute.
29. Procedures for the monitoring of any incidents have been revised effectively. Lapses in pupils' behaviour are carefully monitored and recorded. Lunchtimes run smoothly and pupils are well supervised. A good family feeling is evident where pupils mix well and support each other. For example, during a wet playtime pupils of all ages played games very well together. Induction procedures for young children include visits to the school. The visits effectively help children to gain confidence and knowledge of the school.
30. The school identifies pupils with special educational needs adequately and uses the expertise of the local education authority to help assess their difficulties effectively. Liaison with outside agencies is well established and effective in providing support for pupils with specific difficulties. The school maintains a register of pupils with special educational needs and regularly reviews their progress. The school successfully teaches pupils with behavioural difficulties and they make good progress with their personal development.

Partnership with parents, other schools and the community

There is a very good and effective partnership with parents. There are good links with the community and other schools.

Main strengths and weaknesses

- Verbal and written communications between the school and parents are good.
- Parental support for the school is positive.
- Procedures to deal with parents' concerns are very good.
- The school uses the community well to extend classroom learning.

Commentary

31. The school has worked hard and successfully to ensure that there are close and meaningful improvements in the school's partnership with parents since the last inspection. Parents now feel confident about the school for the following reasons. Their views have been actively sought about the school's policies and their children's education by the acting headteacher. For example, parents are invited to discuss future school policies and to talk about the work their children will have to do. Parents value this opportunity to be able to contribute to school life. Parents acknowledge the improvements to the school in the last 18 months and identify the acting headteacher as the main person behind them. Staffing is more settled and the curriculum more interesting. Written communications to parents are good overall. The school provides clear information about what is happening. The acting headteacher makes himself available for parents to see at the beginning and end of every day. Parents confidently approach the school and know that concerns will be dealt with efficiently because they are welcomed and listened to.
32. Open evenings each term are well attended and provide good opportunities for parents to see their children's work and for parents to talk with teachers. Parents feel that they are well informed about their children's progress. Annual progress reports are mostly informative and contain evaluations of what pupils know and can do. Pupils' targets are expressed so that parents understand what their children must do to improve, for example, 'To develop their

handwriting skills further by....' Pupils' attitudes to learning and personal development are reported well.

33. The parent-teacher association is successful. It raises large sums of money for the school for items such as laptop computers. Other parents help with trips and visits and with classroom support that is greatly appreciated by the school. Parental assistance when pupils go swimming makes the event safer.
34. The school uses the community well to extend classroom learning, for example, through a wide range of visits to local places. Visitors to the school are numerous; they both enrich learning and extend opportunities for pupils' personal development. Pupils take an active interest in the wider community, such as when they discuss and decide which charities to support and how to improve the local environment. The school has a growing link with the ICT department at the nearby comprehensive school. Pupils receive greater opportunities to explore the full breadth of the ICT curriculum.
35. Arrangements for young children starting in the Reception class are well planned and ensure that they settle well. Links with the secondary school before the date of transfer of Year 6 pupils are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The leadership of the acting headteacher is good. Management is satisfactory. Staff carry out their duties satisfactorily. Governance is satisfactory.

Main strengths and weaknesses

- The acting headteacher and staff have moved the school forward significantly in the last 18 months.
- School development planning identifies issues for improvement well.
- The management of the provision for ICT is unsatisfactory.

Commentary

36. Governors' contribution to the leadership of the school is now satisfactory. Governors, all of whom are new, know the strengths and weaknesses of the school well. Individual governors have just begun to bring their expertise to bear on the leadership of the school, such as in finance and knowledge of the law. The present governing body has had little time to address curricular matters, the large under spend or of ensuring that all staff understand health and safety policies. Their first task was to build a stable teaching staff, which they have done successfully. Governors, wisely, have invited the local education authority to assist them with staffing and other matters and to help raise standards this year. Although welfare, health and safety policies are not sufficiently well known to all staff and there are shortcomings in the curriculum for ICT, governors have appropriate plans to address these issues in the coming year.
37. The school's improvement since the last inspection is unsatisfactory overall. Some of the key issues appeared to receive little attention until more recently. However, there has been rapid improvement in the last 18 months, led by the acting headteacher. The curriculum is now good and the staff more settled. There has been a high turnover of staff and this instability has had a likely negative effect on the school's provision. Initiatives started in the past have not always been carried through. The acting headteacher and school staff, with the strong support of the local education authority's consultancy staff have moved the school forward significantly in a short time. Newly appointed teachers have been inducted well into the school's routines.
38. The acting headteacher provides effective leadership. He maintains open channels of communication with all to help bring about necessary changes. He and the staff work well

together and the staff under his leadership have quickly become a team. He motivates the staff quietly and sensitively and makes good use of everyone's skills. The inclusive nature of the school is a strength, which was confirmed by several parents. In a short time, previous weaknesses, such as in the curriculum, have been addressed thoroughly. The very efficient administrator successfully helps to organise the school. The school seeks best value for its purchases appropriately. The surplus of funds this year has been used appropriately to maintain a very generous ratio of pupils to adults. This decision has reassured parents after a period of many changes of staff and allows teachers and support staff to bridge gaps in pupils' knowledge by giving pupils close attention when they need it. By the end of the year it is likely that the surplus that accrued in previous years will be spent.

39. There is a shared understanding of what needs to be done. The acting headteacher and staff have evaluated lessons, the curriculum, books and equipment effectively. The information gained has enabled them to determine what the school should do now to improve the provision. The teachers manage the core subjects of English, mathematics and science satisfactorily together, sharing ideas and saving teaching resources for the following years. Teachers meet together in most instances to share ideas, which is a good way of working for a small staff. However, ICT remains a major area for development.
40. There is a satisfactory school development plan in place that highlights well most of the main areas that need improvement. It is focused on the present year but is less detailed for the next two years, which is a point for development. It aims to ensure that pupils receive their full entitlement to the National Curriculum, which has been a major priority for the last 18 months. The layout of the plan is easy to read and priorities are clear.
41. The provision for pupils with special educational needs is managed appropriately. Pupils have very generous adult support, which allows them to make the expected progress towards their individual targets. Staff have a good understanding of how to correctly identify pupils' needs.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	254,255
Total expenditure	241,775
Expenditure per pupil	3,181

Balances (£)	
Balance from previous year	46,023
Balance carried forward to the next	58,503

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **good**.

Main strengths and weaknesses

- Children achieve very well in personal, social and emotional development.
- There is good teaching and assessment of pupils' progress.
- Teamwork between the teacher and her assistant ensures they support all children well in all Areas of Learning.
- There is still no separate outdoor area to provide children with continuous access to outdoor learning.

Commentary

42. At the time of the inspection, there were eight full time Reception children. Most children are working at above the standards expected nationally for their age in personal, social and emotional development, communication, language and literacy and mathematical development by the end of the year. They are working at the expected standards in the other Areas of Learning. The children achieve very well in personal, social and emotional development. Overall their achievement is good.
43. The Foundation Stage teacher and her assistant work very effectively together. The teacher organises the curriculum well to ensure that the most is made of opportunities for play and talk, although the lack of a dedicated outdoor area for this age group limits some lessons, particularly for lessons about knowledge and understanding of the world. The teacher ensures that shared lessons with Years 1 and 2 pupils fully benefit the Reception children. The shared, organised physical education lessons in the hall help children make very good progress in aspects of physical development. The amount of good learning experiences the two classes share results in the younger children being very well prepared to start Year 1 when they finish the Reception year.
44. The teacher organises and uses assessments of pupils' progress well to develop her lesson planning. As a result, almost all teaching is good or very good. The teaching assistant regularly makes good quality records of children's progress. The teacher organises and uses this information well to plan the right class lessons and learning experiences for individuals and groups, including those with special educational needs. The teacher has devised an excellent home-school book, which adults use to exchange information with parents and carers about children's learning at home and school. There are also very good arrangements, including visit days and home visits, for gathering information from parents and the playgroup about children's previous learning and needs. This helps children make a good start. Just three weeks into the term, children were clearly enjoying school and began the day cheerfully.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well because of the quality of teaching.
- Shared experiences with Years 1 and 2 pupils help develop children's social skills very well.

Commentary

45. All children already show levels of personal, social and emotional development that are better than those expected nationally. This is clearly demonstrated by the ease with which the previous school year's Reception class settles into the mixed-age Years 1 and 2 class. Children achieve very well, because lessons such as discussions help them grow more confident. Reception class children played a full part in a personal, social and health education lesson shared with Years 1 and 2. The children quickly accept the rule that only the child holding an attractive and much treasured soft toy that the teacher passed around has the right to talk. They contribute many ideas on how to look after and improve their classroom environment. The teacher also uses an Elmer the Elephant story well to underline the benefits of co-operating with others from different cultures. Many children show understanding of how a community can work only a few weeks into the new term, when they make comments such as, "We will all get a turn," as classmates start to become frustrated while waiting to do a particularly engaging mathematical investigation.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make good progress because of the many opportunities they have for talking, listening and writing.
- The range of attractive books fosters children's interest in reading.
- There is too little use of computer programs to help children learn to read and for their personal writing.

Commentary

46. Most children are working at above national expectations in communication, language and literacy. Their achievement is good because the staff use questions and comments with ingenuity and sensitivity to build children's confidence in talking freely and listening attentively. For example, when they discuss the weather at the start of the day, the teacher's questions and comments about the colours of the sky and the clouds help children widen their vocabulary and compare each other's descriptions. They enjoy beginning to read because there is a good range of attractive books and the teacher stimulates their interest through her choice of stories to read together and take home. Children enjoy their daily group work on recognising sounds and letters in words, because the teacher provides them with attractive coloured pens and individual mini whiteboards to write on. She takes care to ensure that they develop a good handwriting style by holding their pens correctly. She encourages them to think up and begin to write striking short sentences, such as, "I can do a handstand", and "I can catch a rainbow". During the inspection, one child wrote his own name correctly after only three weeks in school. The carefully kept records show that children continue to make rapid progress in reading and writing. Children have opportunities to use computer programs for recognising letters and listening to stories, but the staff do not use the 'talking' word bank programs to help children put together words and phrases to make stories and accounts.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well because there are so many ways in which the staff involve and motivate them in exploring mathematical ideas

Commentary

47. Most children are attaining standards beyond national expectations for mathematical development. They achieve well because the teacher and her assistant take every possible opportunity to involve them in fascinating mathematical games and explorations through the day. During the inspection, children were passionately involved in guessing games that the teacher made exciting by her showmanship in using a bag to hide and partly reveal shapes. They were so well motivated that they rapidly learned to identify shapes such as circles and squares and describe their properties. A high attaining boy commented correctly that a circle is a shape that has no corners. They loved hiding numbered cards against their chests so that they could produce them with a flourish when the right number was called. As a result of these and similar regular games, they rapidly learn the names of numbers and to put them in order. They regularly practise and make good progress in writing numbers. There are also many opportunities for counting, including counting how many children are present every day, and counting on the adults to find the total combined number of people in their classroom.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children benefit from learning about the world alongside Years 1 and 2 pupils.
- Visits into and out of the classroom contribute well to children's achievement.
- Children enjoy using computers, but have too few opportunities to use ICT facilities to explore new ideas.
- There are too few opportunities for children to learn from observations and investigations outdoors.

Commentary

48. Children's knowledge and understanding of the world is typical of children nationally. Their achievement is satisfactory overall. They enjoy and make good progress through the well-focused explorations and investigations, which they do as part of their shared lessons with Years 1 and 2 pupils learning science. Children were thrilled and fascinated by the sight of the seeds revealed when their teacher cut open melons and other fruits and vegetables. They were riveted by their experience of watching and helping a visiting mother bathe her baby. Adults also use visits, for example to a local shopping area or as part of a whole-school trip to an interactive science museum, to help children make progress in learning about the world around them. Children do not use ICT as a tool for exploration enough, for example through using digital cameras to record places and experiences they are interested in. Although the staff organise some outdoor learning every day, this is greatly restricted by the lack of their own secure space. Children miss the range of opportunities they should have to explore the constant changes the weather and the seasons bring in the outdoor environment.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- The teaching team are effective in developing children's make believe play.
- There are too few opportunities for children to create large three-dimensional objects.
- There is scope to widen the range of make believe environments to promote a wider range of role-play.
- More could be done to encourage boys to try out a wider range of make believe roles.

Commentary

49. Children's creative development is typical of the standard expected nationally. They achieve satisfactorily. By the third week of their first term, children have completed self-portraits using poster paints and large brushes. Most show good observational skills when placing eyes, mouth and hair, arms and legs on their pictures. Children make three-dimensional structures with malleable materials, but there are too few opportunities to create large-scale models and fantasy objects. The assistant's well thought out comments, questions and her own role-play enabled a group of boys and girls in the attractive pretend house corner to sustain a riveting series of household dramas. The boys are not as ready as the girls to experiment with different roles. During one observation, they tended to play at being sleeping dogs until the adults encouraged them to play a range of adult and child roles. Although the make believe equipment, such as dressing up clothes and the house corner, is always attractively presented and well linked to other learning experiences, there is scope to develop their imaginative play better by including a wider range of play corners, such as different kinds of offices, shops and fantasy environments.

PHYSICAL DEVELOPMENT

Provision is **satisfactory**.

Main strengths and weaknesses

- The teaching of organised indoor physical education is very good.
- Children have too few opportunities to use large-scale apparatus.

Commentary

50. Children are working at the expected standards for physical development. Their achievement in physical development overall is satisfactory. The staff provide many opportunities for children to develop their skills in handling and moving objects such as pencils, paintbrushes and buckets of sand and water. They achieve very well in developing their skills in moving across spaces and in partnership with classmates during lessons that they share with Years 1 and 2 pupils. They stack equipment away tidily. During the very good lesson observed, most were keen to do as much as possible to change for the sessions without adult help. Children have some planned opportunities to use large apparatus such as wheeled toys and tricycles. These are too few because of the lack of a dedicated outdoor space and fixed large-scale equipment such as climbing frames that the children can use at any time, and this holds back their development of climbing skills.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils' standards of reading are above average in Year 6.
- Pupils currently in Years 2 and 6 are working at the standards expected.
- Teachers and teaching assistants give all pupils plenty of help because the ratio of adults to pupils is very generous.
- Pupils do not have enough opportunities to write at length and there is an unsatisfactory gap between standards attained in reading and writing.
- Pupils do not explore the potential of ICT enough to draft and produce attractive work using computers.

Commentary

51. Standards are similar to the time of the last inspection overall. Pupils' achievement is satisfactory. Standards have varied since 1999, but this pattern is typical of small schools when very few pupils take the tests each year. Pupils' standards in reading and writing have varied between well below average and average over the period 2000 to 2003. In Year 6, standards have varied from below to above average. The many changes in staff are likely to have had some negative effects on standards until 18 months ago. Last year's results (2004) in Year 6 are likely to be close to average and below average in Year 2. The work that pupils completed last year shows that they achieved satisfactorily.
52. Evidence from tests children took in the past on entry to the school show that they join Reception with attainments typical of children nationally in most years. In some years they are below the attainments typical of children nationally. Pupils' standards of work at this early stage in the year are meeting national expectations in Years 2 and 6. However, pupils in Year 6 are already showing higher than average reading standards.
53. The most telling factors that determine pupils' standards are their abilities on entry to the school, pupils' very good attitudes to work and the positive effects of consistent teaching in the last 18 months. Teachers have responded well this year and last to pupils' needs but higher attainers are not always well challenged by the work they have to do. Pupils benefit from the very good pupil to teacher ratio. Parents are pleased that their children have a lot of individual attention. Teachers and support staff have the time to bridge gaps in pupils' knowledge from previous years, when there were many changes of staff. There is scope to develop the length and depth of pupils' own writing further in English and in other subjects. Pupils do not have enough opportunities to develop a piece of writing over a number of weeks.
54. Teaching and learning are satisfactory. Relationships in lessons are very good, and pupils settle well to their work. Teachers' lesson targets are mostly specific and therefore group tasks for pupils to complete are usually well focused and allow pupils to make sound progress in lessons and over time.
55. Pupils with special educational needs achieve as well as their peers because teachers respond to individual and small group needs effectively. Pupils are assessed accurately, the programmes of support are relevant for all pupils and they feel valued by all staff.
56. Standards in speaking and listening are average in Years 2 and 6. Standards vary from year to year, because in some years pupils have greater or lesser abilities. For example, Year 1 pupils are particularly able and answer questions quickly and accurately. By the time they leave the school, most pupils' listening skills are good in all situations and they speak clearly in sentences. Pupils enjoy reading, which reflects parents' and the school's attitudes to its importance. Higher and average attaining pupils in Year 6 can infer meanings and make good guesses about how a story might finish. Reading standards are above average in Year 6 and all pupils asked said they enjoyed reading. Girls are particularly good readers. Careful attention is given to the teaching of the sounds of letters in Years 1 and 2. The teacher very carefully makes the correct sounds for pupils to hear and see, which contributes positively to pupils' progress.
57. Attainment in writing is average in Years 2 and 6. Teachers usually meet the differing needs of groups effectively in the mixed age classes, although there is scope to match the work more closely to higher attaining pupils' abilities at times, by giving pupils fundamentally more difficult and longer tasks. There is a significant gap between pupils' reading and writing standards in Years 4 and 5, which is too wide because pupils do not write at length often enough. They do not have enough practice of doing the higher order skills such as choosing words imaginatively and precisely and for particular effects. However, by the end of Year 6, pupils have experienced a wide range of tasks. For example, pupils responded well to the

question, 'What would a captive elephant miss?' Older pupils learn to write persuasive letters about things they are concerned about.

58. Subject leadership and management are satisfactory and improving. Teachers have made sure that the literacy curriculum is taught consistently. Much energy has gone into improving the curriculum and successfully so. Teachers analyse pupils' work and the acting headteacher monitors teaching in classrooms. As a result, there is a well-focused action plan for English.

Language and literacy across the curriculum

59. Interesting examples of extended writing were seen, for example when pupils discussed the reasons why sailors wanted to explore the world in the past. Not enough attention is given to developing language and literacy skills across the whole curriculum, such as in science. This limits pupils' writing standards. Pupils do not explore the potential of ICT enough to draft and produce attractive work.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils currently in Years 2 and 6 are working at the expected standards.
- The teaching of Years 5 and 6 pupils is good.
- On occasions higher attainers do not have work that is hard enough from the start of lessons.
- Teachers and teaching assistants give all pupils plenty of help. The ratio of adults to pupils is very generous.
- Too little use is made of ICT to help pupils learn new ideas and practise skills.

Commentary

60. For the last four years standards in Year 6 have ranged from well below average to above average compared with all schools. This pattern is typical of small schools when very few pupils take the tests each year. The many changes in staff are likely to have had some negative effects on standards until 18 months ago. Standards over the last four years to 2003 in Year 2 have been average. Overall boys' and girls' achievement has been satisfactory, including pupils with special educational needs. Last year's results (2004) in Years 2 and 6 are likely to be below average. Work that pupils completed last year shows that they achieved satisfactorily. This year, pupils in Years 2 and 6 are working at the standards expected nationally and their achievement is satisfactory. Standards overall have been maintained since the last inspection.
61. The provision for mathematics is now secure because the teaching is more consistent. The most telling factors that determine pupils' standards are their abilities on entry to the school, pupils' very good attitudes to work and the positive effects of the teaching in the last 18 months. The quality of teaching is satisfactory overall now and is good in Years 5 and 6. Pupils in Years 3 to 6 and in Years 1 and 2 benefit from being taught in small classes where the adult to pupil ratio is very generous. This provision means that all pupils receive much attention and most make the progress in lessons that they should.
62. In an effective lesson in Years 5 and 6, the teacher explained a new way for pupils to use to multiply numbers. Pupils soon grasped the idea. As a result, pupils worked hard and enjoyed their work. Throughout the school, teachers and teaching assistants give pupils the right

amount of help when working with groups on their tasks. However, teaching assistants quite often passively watch the teachers introduce lessons, which is not an efficient use of their time.

63. Throughout the school, teachers make good use of national guidance when they plan lessons so that pupils can build on the skills they have previously learnt. The co-ordination of the subject is satisfactory. Staff are aware of the strengths and areas for development and have put in place actions to raise standards further.

Mathematics across the curriculum

64. Teachers make good use of mathematics in several subjects. For example, in design and technology pupils estimate and measure lengths during the making phase of their work. These skills help them to work accurately. Pupils construct tables and graphs to show their findings in science and show they can interpret the information gained. Pupils do not explore the potential of ICT enough to practise skills in mathematics, such as addition and subtraction.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teachers ensure that the required curriculum is covered thoroughly and interestingly.
- Pupils have good opportunities for experimental work, but higher attaining pupils do not always have work that matches their abilities. Pupils do not have enough chances to write about their work in detail.
- The school does not make enough use of its ICT facilities to enhance pupils' scientific learning.

Commentary

65. Standards in science meet those expected nationally in Years 2 and 6. Boys and girls achieve satisfactorily. Last year's results (2004) in Year 6 are likely to be close to average. Work that pupils completed last year shows that they achieved satisfactorily. Year on year, standards reached by pupils vary, but in most years they meet or exceed national averages, broadly sustaining the standards seen at the last inspection. The proportion of pupils reaching standards above national averages is not as high as in schools nationally or similar schools. This is because too little is done to set higher attaining pupils more demanding investigative and recording tasks from the outset of lessons. Teachers set tasks and challenges, which all pupils readily understand and complete. All pupils have good opportunities to make progress through practical investigations. Lesson observations and pupils' workbooks show they regularly complete relevant experiments and write about them in clear language. The quality of pupils' written presentation in science has improved since the last inspection.
66. Teaching is satisfactory. Lessons involve pupils in investigations that fascinate them. Years 1 and 2 pupils gasped with excitement as their teacher cut open a range of fruits and vegetables to show them the seeds and then encouraged them to observe and reflect on how and why the seeds were shaped and set as they were in the plants. The Years 3 and 4 teacher constantly challenges pupils to explain their observations and to think of ways in which they could prove how water travels up through the stems into the leaves. By setting up an experiment in which they could observe the way celery and other plants placed in coloured water gradually absorbed the colours, she helps them understand the process. She also develops pupils' scientific recording skills well by providing them with a very clear structure for writing accounts of the experiment and their measurements and conclusions.

67. Pupils' workbooks include too many very brief writing tasks, which do too little to help higher attaining pupils explain what they think their observations show. The school is not yet using its digital cameras and digital microscope to enable pupils to observe and document their experiments, such as logging changes in pieces of bread left to get mouldy. The school lacks the required ICT equipment for logging and analysing temperature, light and sound changes. There is also too little use of ICT to help pupils, particularly lower attainers, complete graphs and with writing their ideas.
68. The quality of marking is satisfactory. There are some good examples of comments in workbooks that help pupils improve their understanding of how to conduct tests scientifically. However, many books contain only comments such as "Good work", which give too little guidance on how pupils can improve their work.
69. The co-ordination of the subject is satisfactory. Whilst much has been done to ensure that there is sound and thorough planning of the science curriculum, more remains to be done to check the quality of teaching and learning and the use by teachers of assessments to set work that more closely matches pupils' abilities.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in information and communications technology is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below national expectations in Year 6.
- Pupils in Years 5 and 6 produce well-designed documents.
- Curricular plans and the range of hardware have been improved, but do not yet cover the full range of national requirements, including those for safe and responsible internet use.
- Teaching plans do not provide well enough for the range of pupils in each class.
- Many staff lack confidence and experience in using the school's new equipment.
- The use of ICT to support learning across the curriculum is unsatisfactory.

Commentary

70. Standards are in line with those found nationally at Year 2, but are below those expected for Year 6. The good standards seen at the last inspection have not been sustained, because the school has been affected by hardware and technical support shortcomings, and staff training has not kept pace with changes in national expectations about the range of knowledge, experience and skills. Pupils do not achieve well enough by Year 6. This is partly because lessons do not take enough account of pupils' wide range of learning needs. It is also because they are not fully covering the national requirements. Displays of pupils' work and discussions with pupils show they become confident in using computers for writing, calculations and using the Internet. Boys show a particular interest in ICT.
71. Although pupils in Years 5 and 6 use word-processing and desktop software to produce well designed documents, search the Internet to find information about topics they study and use spreadsheets and databases, they do not use e-mails as part of their studies. They know some Internet rules, being aware that some sites are not safe to visit, but do not know some key rules for safe Internet use, such as never giving their personal details to users they do not know personally. They are also unaware what may and may not be legally copied from Internet sites. Pupils make good progress in learning simple programming skills, but do not use ICT equipment to log information over time, because the school lacks the right equipment.
72. Teaching is unsatisfactory overall. Satisfactory teaching was seen in Year 5, pupils used a database to collect and store basic data about themselves and prepared to build it into a local survey. The teacher prepared the lesson well, building on pupils' previous knowledge and

giving clear demonstrations that enabled pupils to enter and check the accuracy of the data. Unsatisfactory teaching was seen where teachers had not prepared equipment and lessons well enough, so that pupils found themselves using different display screens, which did not match the descriptions their teachers gave. The teachers did not make clear how to find the right programs to use or back up their guidance with simple visual instruction sheets or board reminders.

73. In all lessons, pupils' progress was held back by the lack of a suitable projection or large display monitor for demonstrations. Because there is not yet an effective assessment system for the subject, teachers' planning and classroom guidance does not take account of the very wide range of knowledge and skills in each class. In a Years 1 and 2 lesson, for example, some pupils made too little progress because their keyboard skills were so limited they needed help from classmates to find the letters in their names. Others were clearly very experienced and skilled in using computers at home, and could have tackled tasks well beyond those set.
74. The very recently appointed co-ordinator and the school's senior management are aware that ICT is a major area for school development. Because of the school's history of staff changes and poor technical support for ICT, there has been a significant decline in provision since the last inspection, particularly because national requirements and the range of hardware and software have developed so greatly. Sound progress has been made in a relatively short time in improving hardware and software provision, such as the new wireless networked laptops. There is now a clear curricular framework that is designed to develop ICT use in different subjects. The school has appropriate plans to meet all statutory requirements for the provision of ICT by the end of the year.
75. The school has made new arrangements for external technical support, but teething problems continue to limit the use of the new equipment. Staff are keen to incorporate ICT into lessons, but do not feel confident in using either their classroom computers or the set of laptop computers in lessons. They have not had enough training in how best to use the school's full range of programs and digital equipment, such as digital cameras and "talking" word banks as learning tools for pupils to use as investigative and recording tools. Little has been done to identify ways in which pupils with special educational needs can use ICT to boost their achievement and their engagement with the curriculum. The school does not yet have a safe Internet use policy and procedures, which all pupils, parents and adults using the school are required to sign up to.

Information and communication technology across the curriculum

76. The use of ICT across the curriculum is unsatisfactory. Teachers use ICT equipment satisfactorily to develop pupils' numeracy skills, for example through using spreadsheets to work out budgets, and simple programming tools and robot toys to experiment with the properties of shapes and sequences of instructions. They have used the Internet with pupils to help them find out more about such topics as temples in ancient Greece. However, teachers do not plan and use ICT well enough to support learning in other subjects because they have not had enough training in how best to do so using the resources available.

HUMANITIES

77. Insufficient work was seen during the inspection to allow inspectors to form a judgement about provision in geography and history. As well as the observation of one geography lesson, pupils' work and teachers' planning in both subjects were scrutinised, teachers interviewed and the content of classroom displays noted.
78. Teachers now use the nationally recommended schemes of work as a basis for planning in both geography and history. They cover the requirements of the National Curriculum effectively. There is a good programme of visits, visitors and fieldwork that enables pupils to broaden their knowledge of historical and geographical topics. Resources in each subject are

satisfactory. Teachers are resourceful and make or find sources themselves if the school does not have the necessary books or other equipment. Teachers assess pupils' progress, but there is no whole school agreed system of recording it or agreement about what needs to be assessed, which is a weakness. Teachers do not have a reliable system for passing on information about what pupils have attained. Extended pieces of writing are not a regular feature of pupils' work. This opportunity to practise literacy skills is often not taken. The emphasis on class discussions in both subjects helps all pupils to develop their skills in speaking and listening. Pupils' use of the Internet to research topics in both subjects is growing.

79. Pupils in Years 5 and 6 learned to find ways to improve the quality of life in the village in a **geography** lesson. The teacher's good knowledge and clear questioning kept pupils interested in the task, which was to find ways to reduce the effects of heavy traffic running through the village. Pupils have thought of some creative solutions to reduce traffic problems. The curriculum across the school is interesting. Evidence in pupils' books shows that they know something of how the continents separated long ago. Pupils also have a working knowledge of what life is like in an Indian village.
80. In **history**, pupils in Years 1 and 2 have studied the causes of the Fire of London and know the main reasons for the Gun Powder Plot. One pupil suggested that, "Guy Fawkes.... is grumpy because King James will not let him say his own prayers". In Years 5 and 6, pupils have studied several ancient civilisations with interest and some insights into how life used to be.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. Insufficient work was seen during the inspection to allow inspectors to form a judgement about provision in art and design, design and technology, music and physical education. As well as the observation of two music and two physical education lessons, discussions were held with pupils about their work, teachers interviewed, and the content of classroom displays noted. Teachers assess pupils' progress, but there is no whole-school agreed system of recording it or agreement about what needs to be assessed, which is a weakness. Teachers do not have a reliable system for passing on this information.
82. Pupils complete a satisfactory range of **art and design** work, based on nationally recommended teaching plans. Pupils in Years 1 and 2 have drawn on the work of Georgia O'Keefe to create interesting paintings and drawings of flowers, and of toys of the past and present. Year 6 pupils drew charcoal still-life sketches of fruits and table settings successfully, based on studies by Cezanne, through which they developed their understanding of how to represent the proportions of objects.
83. There is an adequate range of **design and technology** projects, although there are too few projects that involve investigation of how existing products are designed and made, and of those which use electric motors and computer control. Years 1 and 2 pupils design and make attractive models from wood and use acetate strips to design and make masks. Year 6 pupils took on the challenge of building 'safe' structures using pipe cleaners, and previously designed and made money boxes with removable stoppers, using clay. They evaluated their work adequately to see how they could have improved it.
84. Pupils' **music** learning has been improved by the adoption of a sound and well-resourced commercial scheme. The recently appointed co-ordinator is keen to raise standards after a period when they have been affected by staff changes. In the two lessons observed, for older pupils, pupils made a good start on singing two and four part songs. The co-ordinator's high level of singing skills helped the pupils improve their performances, and her enthusiastic and determined encouragement of effort and high standards succeeded in helping them make steady progress. She provided well for pupils with high music achievement by enabling those learning instruments to bring and play them as part of the class performance. Year 6 pupils

made some insightful comments on the strengths and weaknesses of their performance. Although there are plans for pupils to use music composition software in ICT lessons, this is not yet linked to the work on composition in music lessons.

85. Teachers provide an adequate curriculum for pupils in **physical education**. The school does not have a full size hall for indoor games, dance and gymnastics. However, teachers make good use of the village hall for these activities. In Years 1 and 2, the teacher skilfully used the limited facilities to good effect. All pupils had small challenges that caused them to make good progress with games skills such as marking a partner and finding space.
86. Pupils make good progress with swimming skills because an extended programme is offered to them. The instructor taught the lesson observed very well. The quality of the provision reflects in pupils' achievement in that virtually all pupils swim competently by the time they transfer to secondary school. Higher attainers swim long distances of 200 metres and more.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

87. No lessons were seen during the inspection so it is not possible to make an overall judgement about the quality of the provision. However, from the evidence available, PSHE is taught as an integral part of the curriculum. The programme makes a positive contribution to pupils' personal development. They learn to share, to understand how to behave towards one another and manage difficult situations, which arise in everyday life.

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	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	2
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	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
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).