

INSPECTION REPORT

CLYST HYDON PRIMARY SCHOOL

Cullompton

LEA area: Devon

Unique reference number: 113065

Headteacher: Mrs Anne Guest

Lead inspector: Dr Colin Lee

Dates of inspection: 31st January – 2nd February 2005

Inspection number: 270616

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	60
School address:	Clyst Hydon Cullompton Devon
Postcode:	EX15 2ND
Telephone number:	(01884) 277 255
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Karen Walker
Date of previous inspection:	11 th January 1999

CHARACTERISTICS OF THE SCHOOL

Clyst Hydon is a small primary school with 60 boys and girls on roll. It serves a wide catchment area. Three-quarters of the pupils live outside the village of Clyst Hydon, either in one of several other villages in the locality or in the nearby town of Cullompton. Very few pupils join or leave the school at times other than at the start of a school year so mobility is less than in most schools. The mix of housing and backgrounds of pupils results in their socio-economic circumstances being slightly above average. Pupils are of White British heritage with English as their first language, with the exception of two pupils with German as a first language who are fluent English speakers. The proportion of pupils with special educational needs in the school is well below average at four per cent. Pupils' special educational needs cover a range of general and specific learning, behavioural and physical difficulties. Attainment on entry is average overall although there is variation from year to year because the number of pupils in each year group is small. Pupils are taught in three classes in the mornings, one for Reception and Years 1 and 2 together, a Year 3 and 4 class, and a Year 5 and 6 class. In the afternoons, there are just two classes with Years 3 to 6 all taught together.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21854	Dr C Lee	Lead inspector	English Science Art and design Design and technology Music Physical education Personal, social and health education Special educational needs
19338	Mr G Ellis	Lay inspector	
21090	Mr D Manuel	Team inspector	Mathematics Information and communication technology Geography History Religious education The Foundation Stage curriculum

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Clyst Hydon is a very good school where each pupil is highly valued and helped towards very good academic achievements and excellent attitudes and behaviour. Standards in the present Year 6 are above the level expected nationally in most subjects and well above the expected level in science and art and design. Teaching and learning are very good. Staff work closely and very successfully together to ensure that all pupils receive a very effective education that fully meets their needs. Leadership and management are very good. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The consistently very good results in the National Curriculum tests and pupils' very good achievement.
- The very good teaching and the curriculum.
- Pupils' excellent attitudes and behaviour.
- The high level of care, support and guidance provided for all pupils.
- Very strong and effective partnerships with parents and with other schools.
- The very effective teamwork of the headteacher, all staff and the governing body.

The school has made good progress in developing its effectiveness since it was previously inspected in January 1999. The main weaknesses identified at that time have been fully rectified by improving the quality of curriculum planning, establishing very good procedures for monitoring pupils' standards, teaching and the curriculum and by improving provision for children in the Foundation Stage.

STANDARDS ACHIEVED

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

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

Pupils achieve very well. Although results in national tests must be treated with caution due to the small numbers of pupils taking the tests each year, pupils in Year 6 consistently do well. In 2004, the pupils exceeded the targets that had been set for them, despite these targets being very challenging. Current Year 6 pupils also have suitably demanding targets for the 2005 national tests. As a group, the spread of ability is wider than has been the case in Year 6 in recent years. However, the teaching that they receive is very effective in ensuring that they are on track to attain their targets. Their standards are well above the national expectations in science and art and design and above expectations in English, mathematics, design and technology, geography, history and the dance and swimming

aspects of physical education. Standards are at the level expected nationally in information and communication technology (ICT), and in religious education standards are at the level expected by the locally agreed syllabus.

In Year 2, the pupils' standards are above the national expectations in reading, writing, science, art and design, history and dance. Standards are as expected nationally in mathematics, ICT, geography and religious education. The few pupils with special educational needs achieve as well as other pupils, as do those who are very able or have specific talents. Insufficient evidence was gathered to judge pupils' standards in music throughout the school or in design and technology in Year 2. Pupils of all ages attain particularly high standards in two areas of learning. These are their speaking and listening skills and their work in personal, social, health and citizenship education. Children in the Reception Year are making a very good start to their education. They are on track to exceed the goals children are expected to reach by the end of the Reception Year in personal, mathematical, creative and physical development, and to reach the goals in language development and in their knowledge and understanding of the world.

The quality of pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Their attitudes and behaviour are excellent. Attendance rates are above the national average and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good, reflecting the very good quality and consistency of teaching, learning and assessment and the richness of many learning opportunities. Curriculum planning and delivery are very good overall. Aspects of the accommodation are unsatisfactory and require staff to work very hard to overcome the limitations they place on aspects of the curriculum.

The school shows very good concern for the care, health and safety of pupils. There is very effective support for pupils with special educational needs. The school works very well with parents, providing them with very good information about their children's education and how they can help. Links with the community are good and links with other schools and colleges are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher provides very good leadership and management and other staff perform their subject leadership roles very well. Other very good features are the governance of the school and the overall effectiveness of management. The governing body ensures that all statutory requirements are met. Financial management is good and the administrative staff make an excellent contribution to the day-to-day management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold very positive views of the school. They particularly appreciate the high expectations that the school has of its pupils. They are pleased with levels of progress, the standard of behaviour and the fairness with which all pupils are treated. Pupils are very positive about the school and enjoy their learning.

IMPROVEMENTS NEEDED

The school has no significant weaknesses and identifies accurately the priority areas for development in its own improvement planning.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve very well overall. From average standards when they start school, pupils progress to at least above expected standards in most subjects by the time they reach Year 6.

Main strengths and weaknesses

- By the time they reach Year 6, pupils of all abilities are achieving very well in relation to their past attainment.
- The school's results in National Curriculum tests in Year 6 have been well above national averages in recent years.
- Standards of speaking and listening are very high throughout the school.
- There are significant strengths in pupils' work in personal, social and health education.

Commentary

1. The majority of pupils in the school were of average attainment when they started school and although each year group is small in number, there is often significant variation in this attainment between and within year groups on entry. However, regardless of the differences between pupils, their progress during their time at the school results in very good achievement by the time they reach Year 6. This is due to the consistently very good teaching that helps each pupil to make maximum progress and attain standards that are higher in relation to their past attainment than could reasonably be expected. There are no differences in achievement between boys and girls other than in Year 1, where boys generally achieve better than girls. This is being addressed by specific strategies to raise the self-esteem of girls. The few pupils with special educational needs achieve as well as their classmates. Pupils who are very able or have specific talents are provided with appropriate learning activities in school

and also through opportunities such as residential courses and workshops. As a result, they are challenged and also do well in relation to their capabilities.

2. The children in Reception are on track to exceed the early learning goals that are set for the end of the Foundation Stage in their personal, social and emotional development, their mathematical development and also in creative and physical development. They are also on track to attain the early learning goals in communication, language and literacy and in knowledge and understanding of the world, and a small number are likely to exceed these goals. This is good progress in a short period of time and the school's very detailed records show that this rate of progress is typical of the Reception Year after which progress gradually accelerates as pupils move up through the school.
3. Pupils' achievement is good overall during Years 1 and 2. Pupils now in Year 2 are attaining standards that are well above the national expectation in speaking and listening, with clear communication of ideas and confident use of a broad spoken vocabulary. Standards also exceed national expectations in reading, writing and science. There has been significant progress in these areas since the pupils started Year 1. Mathematics does not show quite the same rate of progress and standards are currently in line with national expectations. However, the impact of the very good teaching in this class since September is starting to have a noticeable effect on achievement and standards. This is seen in the very good progress made by the majority of Year 1 pupils since the end of the Reception Year and an increasing rate of progress by many Year 2 pupils.
4. The school's results in the national tests at the end of Year 2 show minor fluctuations from year to year but are generally good and an accurate reflection of pupils' abilities. The school rightly analyses the performance of each individual pupil rather than just looking at the results of a year group as a whole. The small numbers of pupils involved means that group results have to be interpreted cautiously. The 2004 Year 2 test results were in line with the school's predictions based on the pupils' past attainment, being well above the national average in reading, above the national average in writing and close to the national average in mathematics. Compared with schools with pupils from similar backgrounds, these test results were above average in reading, average in writing but below average in mathematics. A factor affecting these results is the comparatively small number of pupils reaching the higher Level 3 in these tests. This reflects the fact that there are very few higher attaining pupils in this particular year group.
5. Pupils achieve very well when they are in Years 3 to 6. This is seen when their present attainment is compared with how well they have done in the past, as shown by attainment on entry, test results and teachers' assessments in subjects across the curriculum. Individual pupils maintain very good progress overall, partly as a result of teachers' very thorough planning for pupils of different ages and abilities. This means that all pupils, including those with special educational needs due to learning difficulties and those who are particularly able, gifted or talented, are progressing at similar rates. The pupils now in Year 6 are attaining standards that are well above national expectations in science, where levels of factual knowledge are high and there is an excellent understanding of the principles of practical scientific investigation. Standards exceed national expectations in reading, writing and mathematics. Improvement in reading is particularly noteworthy because these pupils were below

average when they took national tests in Year 2. The quality of pupils' speaking and listening skills continues to develop throughout Key Stage 2 and standards are very high by Year 6. This is evident in discussions between pupils and with adults. Pupils' attentive, respectful listening, very mature expression of opinion and knowledgeable explanations are constant features of all lessons.

6. The school's records of pupils' progress and national test results at the end of Year 6 confirm the consistency of very good progress in Years 3 to 6. In 2004, the school's results exceeded the very challenging targets set for the pupils in English and mathematics. The six pupils involved did exceptionally well in the tests and results were very high in English, mathematics and science, placing the school in the top five per cent of schools in all subjects. When compared with the results of other schools whose pupils had similar attainment at the end of Year 2, the 2004 results were equally as high. All pupils attained the higher Level 5 in English and science and five of the six reached this level in mathematics. The current Year 6 pupils have a far wider spread of ability than their predecessors. Nevertheless, suitable targets have been set for them and the quality of their work indicates that they are on track to achieve those targets in the 2005 tests.
7. The general picture of the pupils' standards in English, mathematics and science is very similar to that at the time of the last inspection. The same is true of most other subjects. Standards in information and communication technology (ICT) continue to match expectations in Year 2 and Year 6. Religious education standards are at least in line with the expectations set out in the locally agreed syllabus, as they were at the last inspection.
8. Since the last inspection, the very good provision that the school makes for creative and physical subjects has raised standards in art and design in particular. Many pupils' work is of a high quality and standards overall are above national expectations in Year 2 and well above expectations in Year 6. Insufficient evidence was gathered to make a secure judgement on standards in Year 2 in design and technology but, by Year 6, pupils' work exceeds expected levels, particularly in the quality of written evaluations. Lack of evidence for a judgement also applies to music overall although singing is a significant strength. Within physical education, the pupils' creativity and confidence in movement seen in dance lessons by pupils of all ages is above the expected standard. All the pupils in Years 3 to 6 can swim and at least a third are well above the basic requirement.
9. Further strengths are seen in geography, history and personal, social, health and citizenship education. Work in the latter is often of a very high standard, reflecting an extensive knowledge base by the time pupils reach Year 6 and a very mature capacity for reflection. Whilst Year 2 pupils' work in geography matches expectations, that of Year 6 pupils is higher than is expected of the age group. Throughout the school, standards in history and personal, social, health and citizenship education are consistently higher than are normally seen.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

The school sets very high expectations for conduct and successfully promotes a very supportive learning environment. As a result pupils' behaviour and attitudes to work and

school life are excellent. Their personal development is very good and the attendance rate is above the national figures.

Main strengths and weaknesses

- Pupils' behaviour is outstanding as a result of the very high standards for conduct promoted by the school.
- Pupils' relationships are excellent with each other and with the adults in the school.
- Pupils have excellent attitudes to their work and school life because the school successfully promotes a very supportive learning environment.
- Pupils' spiritual, moral, social and cultural development is promoted very well.
- Attendance is good.

Commentary

10. The very good standards of pupils' behaviour set out in the previous inspection report have been developed further and are now excellent. This reflects the school's continuous promotion of very high standards for conduct. Conscientiously and consistently reinforced by staff, these high expectations of pupils result in a sustained positive learning environment in which pupils' behaviour is excellent in lessons, around the school and in the playground. No bullying or aggressive behaviour was observed and the school has good procedures to deal with incidents should they arise. No pupils have been excluded from the school since the previous inspection.
11. Pupils form excellent relationships with each other and with adults and these are a major strength of the school, strongly supporting learning. The school works to stimulate pupils' learning through the staff's enthusiasm, clear expectations and the promotion of a strong sense of community. Pupils respond exceptionally well. They enjoy school and feel valued by teachers and other adults, to whom they reciprocate accordingly. Very well motivated, they commend their school with considerable pride and enthusiasm. They have a very strong sense of commitment and are very willing to undertake responsibilities and demonstrate initiative. For example, the older pupils look after play and computer equipment, assist in the library and set up their own lunchtime clubs. Pupils of all age groups play well together and look out for each other, further reinforcing the strong communal spirit.
12. In lessons, pupils are wholly focused on their work, pay attention to their teachers and enthusiastically join in activities and discussions. They are keen to talk about their work and achievements, are self-aware and express themselves openly with confidence and very articulately. They consistently maintain very good levels of concentration, working well in groups and assisting each other's learning.
13. The school's provision for pupils' spiritual, moral, social and cultural development is very good. Their personal development is enhanced and broadened well during their school life so they leave as mature and independent learners. Members of staff are good role models and the reinforcement of moral standards is reflected in pupils' good understanding and respect for the feelings, values and beliefs of others. The school has a very strong sense of community and shared values, which successfully

stimulates a strong spirit of mutual support and co-operation. Boys and girls and pupils of differing ages mix very well together.

14. Tolerance and respect for all forms of life are strongly promoted and activities in lessons contribute positively to pupils' spiritual development. The creative arts are well developed and are major contributors to pupils' spiritual and cultural awareness; for example, the recent Arts Year and the joint 'Planet Earth' production with other schools contributed particularly well. Pupils are prepared well for a multicultural society and there are links with Bolivia and India. Operating as a distinct community, the school enhances and deepens pupils' social and interactive skills, independence and sense of responsibility very well.
15. Attendance is above the national average and unauthorised absence is well below average. The school successfully promotes attendance by its wide range of good quality activities, so pupils are keen to attend school and have good attendance records. Parents make good efforts to ensure the attendance of their children.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.0
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education through very good teaching and a broad rich curriculum. Care, guidance and support for pupils are very good and support learning very effectively. There is a very good partnership with parents and carers and very good links have been established with other schools. Links with the community are good.

TEACHING AND LEARNING

The quality of teaching and learning is **very good** overall. Assessment is also very good.

Main strengths and weaknesses

- Very good teaching successfully meets the needs of pupils of different ages and abilities in each class.
- The teaching assistant's good level of expertise makes a significant contribution to pupils' learning, particularly that of pupils with special educational needs.
- The information from the rigorous procedures for assessment is used very well to plan the next stages in pupils' learning.

Commentary

16. The particular demands of teaching mixed-age classes are met very successfully by teachers. Teaching and learning promote good achievement from the start of pupils' education. With each stage building very successfully on what has gone before, the effect is to increase the rate of pupils' progress over time. By the time pupils are in Year 6, the cumulative effect is seen, with pupils' achievement being very good in relation to their attainment on entry. Teaching and learning are very good overall and this is an improvement since the last inspection. This improvement is most apparent in the provision for children in the Reception Year. Here the learning activities planned for children dovetail very well with the work of pupils in Years 1 and 2, with whom they are taught. At times, Reception children's activities are related to the general topic of a lesson and this enables them to be very much part of the class and contribute to phases of a lesson such as introductory or concluding discussions. On other occasions they experience separate activities planned to address very specific aspects of the curriculum for children of Reception age.
17. In all lessons there is a very good match of learning activities to the ability level of each group of pupils. This results in very good learning because pupils work at tasks that have just the right level of challenge. This requires teachers to manage time carefully and pupils to organise themselves so that they work purposefully without the teacher's close attention. This works particularly successfully in the class of Year 3 to 6 pupils when they are all taught together in the afternoons. Pupils' excellent attitudes and behaviour result from very effective management of pupils and activities in lessons and contribute significantly to the creation of a purposeful learning environment. Pupils work very well with others when required to do so, displaying mature levels of collaboration. The quality of pupils' learning is also well supported by the good use of individual teachers' specific areas of subject expertise. Because teachers are responsible for teaching a subject to both classes, they are able to carefully monitor pupils' progress over time. This occurs with art and design, design and technology, music, physical education and religious education.
18. Part of teachers' success at meeting the challenge of mixed-age classes is due to the very good contribution of the teaching assistant. She is briefed well on the activities that she is supervising and given helpful detail about the learning that pupils should achieve. The teaching assistant's very good relationships with the pupils and good behaviour management contribute well to pupils' overall progress. The teaching assistant's broad expertise is used very well across the school and pupils with special educational needs in particular benefit from her guidance. There are clear, precise targets for each pupil with special educational needs and the teaching assistant knows these targets well. All staff members act promptly on the advice of outside agencies to refine their teaching when necessary.
19. Assessment of pupils' learning is a significant strength that underpins the success with which teachers enable each pupil to maintain constant progress. There is very effective ongoing, day-to-day assessment of pupils' work in literacy and numeracy. Discussions with individual pupils during lessons and very constructive marking of their work ensure that they have a good understanding of how they can improve their work. As a result, pupils are confident about how they can meet the teachers' high expectations. Procedures for assessment in other subjects are carefully standardised and this ensures that there is constant checking of pupils' progress and identification

of each pupil's strengths and weaknesses. Pupils' understanding of their strengths and weaknesses is further consolidated by their involvement in their own self-assessments. These are often very perceptive and detailed as when, for example, they explain why they have chosen pieces of work to be included in their records of achievement and when they write an annual evaluation of their own achievements and progress.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	17	6	0	0	0	0

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

THE CURRICULUM

The school provides a very good curriculum which is broad, balanced and fully meets the statutory requirements. It is supported by a very good range of activities which enrich pupils' learning. The accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- The school provides many very good and stimulating opportunities for enrichment of the curriculum.
- The curriculum enables pupils of all capabilities to achieve very well.
- Very good links promote literacy, numeracy and ICT skills through other subjects.
- Equality of access and opportunity for all pupils is promoted very well.
- Certain aspects of the accommodation require improvement.

Commentary

20. The school's provision relates closely to the National Curriculum and the locally agreed syllabus for religious education. Very good provision is also made for the children in the Reception Year before they start the National Curriculum. The curriculum has been regularly reviewed and improved to bring excitement and relevance to pupils' learning. All statutory requirements are met. The very good quality of the provision prepares pupils very effectively for the next stages in their education. There has been good improvement since the previous inspection.
21. As a result of all staff reviewing the curriculum to ensure that it is relevant to the needs of the pupils, new strategies are implemented to meet changing local and national circumstances. The National Strategies for Literacy and Numeracy are used very well and are contributing very positively to standards, pupils' consistently good levels of achievement and their very good overall progress during their time in school. Provision for personal, social and health education and citizenship, including sex education and

drugs awareness, is very good. A major strength of the curriculum is the way that different subjects have been linked together to produce activities that are both exciting and relevant to all the pupils, building on a range of knowledge, skills and understanding.

22. Provision and planning for supporting pupils with special educational needs are also very good and fully comply with the Code of Practice. A small number of gifted and talented pupils have been identified and provision for them is very good. Teachers carefully adapt work to meet the specific needs of individuals, including their personal, social, physical and academic needs. This support enables pupils to access all subjects and improve their attitudes and responses to learning, helping them to achieve well in relation to their set targets and reach their full potential.
23. The school provides a very wide range of after-school activities, including sport and the arts. They are well attended by boys and girls. Educational visits are planned carefully to support and extend learning, as for example, in history and geography and include an annual residential visit for pupils in Years 3 to 6. The curriculum is considerably enriched through these creative and physical activities that contribute strongly to pupils' personal development. Provision for ICT has improved since the previous inspection and action is being taken to acquire additional resources. Long-term planning in design and technology is appropriately identified as an area for further improvement.
24. There is a wide range of good quality resources to support teaching and learning in most subjects. The accommodation has limitations. There is a lack of space in general, which restricts practical and outdoor activities. Internally, there is no hall or area for withdrawing small groups of pupils for support work. These weaknesses have no significant impact on pupils' standards or the quality of education because staff work hard to overcome them and the school hires the village hall for physical education lessons. Nevertheless, although the school does very well to manage with what it has, it should continue to work closely with appropriate authorities to improve the accommodation.

Care, guidance and support

The school ensures pupils' care, welfare, health and safety very well. It provides very good support, advice and guidance. It actively seeks pupils' views and involves them very well in its work and development.

MAIN STRENGTHS AND WEAKNESSES

- The very high standard of care for pupils ensures a safe and secure environment.
- Pupils are respected and their views are actively sought and acted upon by the school.
- There are very good arrangements to support children starting school.
- Support, advice and guidance to pupils are of a very good standard.
- The school building is not fully accessible to disabled pupils.

COMMENTARY

25. The school is a caring community, providing very good standards of pastoral support, advice and guidance in which pupils are confident and happy. Pupils trust their teachers and other staff and know how they can obtain help. The school's small size is a positive factor in pupils' welfare. Staff know pupils very well. They informally but effectively monitor their personal development, recognise their needs, and act quickly to assist any pupil who is concerned or requires support. Pupils are involved in setting their own targets, which works well, thereby enhancing the academic aspects of support and guidance. The strong provision for care makes a significant contribution to pupils' attitudes and relationships, the very good induction procedures enabling children to settle in quickly and smoothly to their new school.
26. Very good policies and procedures relating to health and safety, first aid and child protection have been maintained since the previous inspection. There is good co-ordination with outside agencies so that further support may be provided when needed. There are regular and systematic risk assessments with professional support from the local authority. However, the number of external and internal steps means that not all facilities of the building are accessible by disabled pupils. The supervision of pupils is good. These generally positive arrangements reflect the school's strong commitment to care and welfare.
27. The school's overall arrangements for involving pupils in the work and development of the school are very good. There is an openness in which pupils' views are valued. They are encouraged to express themselves in lessons and contribute to the running of the school. Pupils are involved in the formulation of their own codes of conduct. The active school council is an important part of this process. The representatives from Years 2 to 6 gain valuable experience at the frequent meetings, with pupils undertaking the chair and secretarial functions themselves. Additionally, there are opportunities for feedback and discussion of issues in individual classes, in which there is wide and thoughtful participation by pupils. Members of the school council have recently considered the provision of play equipment and have selected their own items from within their own budget.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

Parents hold the school in very high regard. They are well informed and the school has established very good partnerships with them. There are very good links with other schools and good links with the community.

Main strengths and weaknesses

- The very good relationships between parents and the school ensure strong parental support for pupils.
- Parents feel involved in the school's work, are well informed about its activities and are appreciative of its achievements.
- There are very good links with other schools.

- The school has established valuable productive links with the community.

Commentary

28. Parents hold the school in very high regard and are very appreciative of its work and achievements. The school places a high priority on its relations with parents and has established very strong links with them. They are encouraged to be actively involved in the work of the school and a good number of them provide valuable assistance with activities such as reading. The school provides helpers with detailed and valuable guidance so that they contribute well to pupils' learning. Parents value the openness, accessibility and welcoming approach of staff. As a result, they have excellent views of the school and provide good general and financial support.
29. The school communicates frequently with parents. There are well-produced and informative weekly newsletters, which include useful curriculum topic information. The prospectus is attractive, detailed and particularly informative on curriculum issues. The school provides helpful guidance for parents on reading. It has recently consulted parents through a comprehensive questionnaire on a broad range of issues such as homework, meetings and curriculum information.
30. Parents are kept fully informed of their children's progress through the very well supported consultation meetings with staff and informal contact throughout the year. The pupils' annual reports are of a very good standard. Comments in subject areas, which are wide and detailed, concentrate on individual pupils' attainment and progress. They are not directly related to national curriculum levels (other than the provision of national test results at the end of Year 2), but include specific individual targets for English, mathematics and science. The general comments are detailed and show good knowledge of the children. Space is provided for comments by both parents and children.
31. Links with other schools, particularly those in the small schools cluster group, are very good. There is useful collaboration within the group on staff development, parents' workshops and activities for pupils, for example through a singing group, orienteering sessions, football and netball. There are also very good links with the local pre-schools with the children visiting the school very regularly.
32. The school has established good links with the community. There is an effective range of visits to the community and local visitors to the school. There is a good link with the local church. The rector is a regular visitor and takes assemblies. Links with the local parish council are also good. The headteacher presents an annual report to it and pupils contribute to the parish newsletter. The local community give good support to school events, with the school association organising the local Bonfire Night activities that are much appreciated by the villagers.

LEADERSHIP AND MANAGEMENT

The headteacher provides very good leadership. Governance is very good and the commitment of all members of staff contributes well to very good leadership and management overall.

Main strengths and weaknesses

- The headteacher's very good leadership is instrumental in developing the very good quality of education provided by the school.
- Staff work closely and successfully together and share a clear vision of the school's goals.
- There are very thorough, well-used procedures for monitoring and evaluating all aspects of the school's work.
- A very effective governing body contributes very well to ongoing school improvement.

Commentary

33. Leadership and management of the school are very good and better than at the last inspection. The improvement owes much to the headteacher's skilled and sensitive leadership of the school. Her high expectations permeate all aspects of school life and staff respond to these expectations very well. The result of the headteacher's clearly communicated expectations is that very strong teamwork provides a very good quality of education. The headteacher leads by example through her own very good teaching and active contribution to pupils' academic and personal development.
34. There is a clear vision of the priorities for school development and improvement that is shared by all members of the school community. A very effective consultation process informs annual school improvement planning. This enables staff, parents and pupils to contribute their ideas. The headteacher ensures that pupils are fully involved in decision-making about school policy. When specific policies are being reviewed by staff and governors, those of special relevance to pupils are discussed by the school council. This has occurred with the behaviour policy and is currently taking place with the anti-bullying policy. Pupils' own aims of the school are a prominent feature of the school prospectus. Such contributions are indicative of pupils' very positive involvement in how the school is run.
35. Responsibilities for subject leadership are shared amongst staff. The quality of their leadership and management of their areas of responsibility is very good and makes a significant contribution to pupils' standards and the overall quality of education. In the case of literacy and numeracy, and any subject that is a priority in the annual school improvement plan, very detailed action plans are produced by the teacher responsible. However, the main targets in such plans are informed by various forms of evaluation of pupils' standards and the quality of teaching and learning that staff work on together. The regular checking of pupils' work by the whole staff enables all teachers to have thorough knowledge of the progress of each pupil in the school. This means that the specific needs of pupils are very well catered for. Additionally, staff are regularly involved in sharing their monitoring of pupils' work with other schools in the locality. This is very useful staff development that sharpens the teachers' skills of assessing and target setting.
36. There is an agreed and planned annual cycle of monitoring carried out by the headteacher, teachers and governors. This is a very extensive programme of purposeful checking and reporting on teaching, learning, improvement plans and management's effectiveness. Each monitoring focus has full details of the time

schedule, specific targets, person(s) responsible for monitoring and those to whom reports are directed. Those who are to carry out any action needed as a result of the monitoring are also clearly identified. It is a very thorough process that shows how the school is always challenging itself to do better.

37. Governance of the school is very good and includes well-informed strategic planning. The governing body reviews constructively the school's performance in national tests and has a good awareness of recent trends. The governors ensure that all statutory requirements are met, other than in relation to the legislation concerning wheelchair access. They benefit from the very good leadership of a knowledgeable chairperson. She personifies the very good awareness that governors have of the school's strengths and weaknesses. This understanding is also influenced by the constructive monitoring and evaluation of the school's work carried out by a hard-working curriculum committee.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	205,544	Balance from previous year	9,824
Total expenditure	208,323	Balance carried forward to next year	7,045
Expenditure per pupil	3,531		

38. The school's financial management is very good because it ensures that the principles of best value are applied effectively to management and the use of resources through appropriate consultation, comparisons of performance, the school challenging itself and ensuring the best possible service through competition. The expenditure is prudently directed towards the school's specific priorities in improving the overall quality of education. This quality, and the resulting good achievement and very good progress of pupils, mean that the school is providing very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**.

Main strengths and weaknesses

- The Reception children are very well cared for and achieve well overall.
- Teaching is very good and stimulates in children a desire to learn.
- The curriculum is exciting, providing a good balance between teacher-directed activities and those that children choose themselves.
- The teaching assistant makes a good contribution to the children's progress.
- Resources are used effectively to engage the children's interest.

Commentary

39. The children's attainment when they start school spans the full range and is broadly at the expected level overall for this age. Reception children start school in the term following their fourth birthday and attend part-time for a short period before attending full-time. At the time of the inspection, there were seven full-time and four part-time children. Children are on track to exceed the early learning goals set for the end of the Reception Year in personal, social and emotional development, mathematical development, physical development and creative development. Indeed, their attainment is already above expected levels in these areas. They are on track to attain the goals in communication, language and literacy and knowledge and understanding of the world. The children achieve well in all areas of learning.
40. The quality of teaching is very good overall, and the teacher manages the demands of teaching the Reception children alongside the Year 1 and Year 2 pupils very well. The curriculum is very good in helping children to reach the standards expected at the end of the Reception Year and supports many children in exceeding these standards in key areas. At the beginning of each lesson, clear and sensitive explanations are given so that the children clearly understand what is expected of them. Good levels of challenge ensure that the children are fully engrossed in their learning and are eager to learn. There is a very good balance of adult led activities and others that children choose for themselves from a range provided. Good interaction by the teacher, the teaching assistant and other helpers ensures that the children's learning is systematically advanced.

41. There are very good links between the Reception teacher and the parents, enabling children to have a smooth start to their education. The children receive very good levels of support and guidance, and settle quickly into the routines of the school. Assessment is used well to track the children's progress and attainment and to plan the next stage of their learning. The leadership and management of learning in the Reception Year are very good, and there has been good improvement in the provision since the previous inspection.
42. In their **personal, social and emotional development**, the children quickly show good levels of independence in their learning. The teaching is very good. Their attainment already exceeds the early learning goals in this area of learning. Well-established routines help the children to settle quickly into school and very good relationships are soon established. The very positive approach and encouragement by all adults has led to the children developing good levels of self-confidence and self-esteem. As a result, children of all capabilities are keen to attempt new activities and try hard to solve problems for themselves. Children co-operate and play well together, sharing and taking turns amicably and selecting resources independently. The children behave very well and enjoy sessions when younger children from a local play-group join them for a range of play activities.
43. In **communication, language and literacy**, children of all capabilities achieve well, with most attaining the early learning goals and exceeding them in speaking and listening. Teaching is very good. Children are encouraged to talk about their learning, and successfully extend their vocabulary through carefully guided discussion. Early reading skills are taught well and all children show a good level of interest in class books, showing increasing confidence in tackling new words. Early writing skills are successfully reinforced through the stimulating environment. Strong emphasis is placed on role-play, puppet plays and re-telling stories.
44. In their **mathematical development**, the children achieve very well. Their attainment exceeds the expected level overall in this area of learning. Teaching is very good, and formal activities are effectively enhanced by a good range of structured play activities which reinforce the children's understanding of number, shape and position in a stimulating way. From an early age, the children are encouraged to develop an interest in mathematics, and during the inspection they estimated how many cubes would balance the weights of different teddy bears. They watched with great excitement and amazement while as many as 50 cubes were counted as the teacher selected different children to carry out the task. Most children have a good knowledge of the order of number, and count confidently up to ten and often beyond. Their learning of measure, shape and space is effectively enhanced by a wide range of indoor and outdoor activities that are planned during the course of the day.
45. Most children attain the early learning goals in their **knowledge and understanding of the world**. Children of all capabilities achieve well and their learning is significantly enhanced by working alongside the older pupils in Years 1 and 2. Teaching is good, and many of the activities are imaginative and stimulating, providing good levels of challenge for all children. A good balance is achieved between the children finding things out for themselves and the direct teaching of key skills. Spoken language is developed effectively as the children explain their ideas, as demonstrated when children discussed flags from different countries. ICT is used well to support the children's learning through their daily access to computers. The children's keyboard

skills are at the expected level for their age and they use the mouse well to access simple programs to draw shapes and 'dress teddy' on the screen.

46. In **physical development**, children's attainment exceeds the early learning goals in this area of learning. Teaching is very good and the children achieve very well. The children benefit from regular access to an outside play area where they have good opportunities to develop their co-ordination skills and their spatial awareness, using large wheeled toys and other equipment. Larger control skills are systematically developed and children benefit from working alongside and observing the work of the Year 1 and Year 2 pupils who are in the same class. Finer control skills are fostered well and children of all capabilities develop increasing control of pencils, crayons, scissors, small toys and construction kits.
47. In the area of **creative development**, the children's attainment is above expected levels and they achieve very well. Teaching is very good, and particular strengths are in the good combination of taught activities which focus on the development of specific skills, and 'free-choice' activities where the children can develop their own ideas more freely. Good opportunities are provided for the children to explore and share ideas through imaginative role-play activities, art and music. Some of the artwork the children produce is of a particularly good standard. For example, they made detailed print patterns using polystyrene tiles and attractive winter scenes using brushes and sponges. They have good opportunities to engage in role-play activities and to take part in a wide range of music-making activities. Many of the children show good levels of imagination in their work, and their ideas are valued and celebrated by the teacher and teaching assistant.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The quality of teaching is very good overall.
- Standards are above national expectations in Years 2 and 6 in reading and writing and pupils achieve very well by the time they reach Year 6.
- The standard of speaking and listening is well above national expectations.
- There are many well-planned opportunities for pupils' language and literacy skills to be developed in other subjects.

Commentary

48. Standards at the time of the last inspection were well above average in Year 2 and Year 6. Subsequently, results in the national tests for pupils in Years 2 and 6 have been consistently above national averages. In the national tests in 2004, Year 6 pupils' results were in the top five percent of schools nationally. They were just as

good when compared with the results of other schools whose pupils had similar attainment at the end of Year 2. The results of pupils in Year 2 in 2004 were well above the national average in reading and above it in writing. From a starting point of average attainment overall in Reception, subsequent test results and the current standards of work represent very good achievement by the pupils in relation to their past attainment. Although there are small numbers of pupils in each year group, there is often a wide range of ability. Teachers focus on the needs of individuals more than general considerations of year groups. Consistently very good teaching helps pupils of all abilities to progress very well in their learning. Assessment is very frequent and thorough. This information is used very constructively in planning the learning experiences for individual pupils. Pupils are therefore working at levels that are right for them, they know what they are to learn from different tasks and they make their own contribution to future targets through perceptive self-assessment.

49. When compared with past attainment, pupils' current standards of work represent very good achievement. For example, when pupils in the current Year 6 took the national tests as seven-year-olds, their results were below the national average. Standards are now above those expected in Year 6. This reflects typical standards in Years 2 and 6. In these small year groups, the overall standards of both reading and writing are above the national expectations for the ages. Other year groups vary and in Years 1 and 5, for example, standards are particularly high whilst Year 4, with a high proportion of pupils with special educational needs, is working at expected levels overall.
50. Throughout the school, pupils' speaking and listening skills are a significant strength. This was evident in a literacy lesson on traditional stories with pupils in Years 1 and 2 that typified the quality of teaching and learning and the standards attained by pupils in all aspects of literacy. Initially, pupils read aloud with confidence, accuracy and, most of all, with very good expression when reading speech in the text. The follow-up writing tasks showed most Year 2 pupils, and many of those in Year 1, to be knowledgeable and accurate in their use of punctuation such as capital letters, full stops and speech marks. A more able pupil explained why an exclamation mark was necessary in order to show 'emphasis'. Proceeding to small group dramatisation of the story, the pupils quickly developed action and dialogue through discussion and experiment. The resultant 'performances' to the rest of the class were characterised by free-flowing, articulate speech containing a rich vocabulary.
51. Older pupils develop an impressive maturity in their speech, whether in lessons or in informal conversation with adults. Pupils in Years 3 to 6 worked very conscientiously in mixed-age groups when discussing 'Bullying' in a personal, social and health education lesson. Having organised a chairperson and a scribe, each group discussion included contributions from every pupil and demonstrated respectful attention to the individual's ideas, debate and questioning. Written recordings of ideas were shared with the class in a concluding feedback session.
52. These examples are typical of the broad curriculum taught. The carefully structured teaching of the various letter sounds and blends with younger pupils provides a solid foundation for the development of reading skills. Regular group reading sessions and the frequent help from teachers, support staff, volunteer helpers and from parents at home mean that, by Year 2, most pupils achieve above expected standards because they read with expression, are developing an interest in a favourite author or are comfortable reading non-fiction books as well as stories. By Year 6, pupils' love of

reading is firmly established. Their research skills are well developed at this stage and pupils are used to finding information on the internet or from reference books. Good additional support is provided for pupils with special educational needs which builds confidence and self-esteem.

53. The teaching and learning of writing skills is successful because of the variety of opportunities provided, the emphasis placed on teaching handwriting and the development, in pupils, of pride in their work. The standard of presentation of work is high and pupils make good use of ICT for editing and illustrating their work. Pupils are taught very well about the features of different types of writing and their knowledge broadens over time until, by Year 6, pupils are confidently writing well-structured, correctly punctuated fictional and non-fictional work. They improve the quality of their writing as a result of very good marking by teachers which questions pupils, gives specific targets and challenges them to think or explain things further if this is necessary.
54. The headteacher leads and manages the subject very well, producing thorough annual action plans that identify specific aspects of teaching and learning to be focused on and clear guidance on how this is to be done. However, the fact that staff work together on checking the standard of all pupils' work contributes much to the very good quality of teaching and the consistency of very good achievement by each pupil.

Language and literacy across the curriculum

55. The school successfully promotes all aspects of literacy in subjects across the curriculum. A prominent feature of pupils' learning is the introduction of new learning in a literacy lesson that is consolidated in other lessons. For example, pupils in Years 3 and 4 were learning about words used to show the passage of time and start new paragraphs, such as 'firstly, next, later, lastly'. In their literacy lesson, the task was to write a series of instructions whilst later that day in a science lesson with another teacher, they returned to these words in the context of writing a report of a practical investigation. Good standards of writing are evident in pupils' history work, written evaluations in design and technology by Year 6 pupils are of very high quality, but some of the most outstanding work is in pupils' reports on residential field trips.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards of attainment are above expected levels by Year 6.
- Teaching is consistently good and promotes good learning.
- Well-planned activities challenge pupils of different capabilities and stimulate their interest in mathematics.
- There is very good subject leadership and monitoring of standards and provision.

Commentary

56. By Year 2, standards are at expected levels and by Year 6, standards are above expected levels. This is a similar judgement to that made during the previous inspection. The school's results in national tests vary annually but due caution should be used in evaluating these because of the very small numbers of pupils in each year group. Teachers' methods and strategies are very effective in stimulating pupils and inspiring them to enjoy their mathematics lessons and achieve well. Boys and girls respond with great interest and achieve equally well.
57. Pupils in Year 2 have the expected levels of knowledge and understanding of number, shape, measurement and methods of calculation. They enjoy problem-solving, using addition and subtraction in different ways. They use a range of measures accurately in different standard and non-standard units to measure, weigh and compare different objects. The very small number of pupils with special educational needs achieve well and overcome any learning difficulties as a result of the good support they receive.
58. Achievement in Years 3 to 6 is good. All pupils in Year 6 respond well to the good teaching and are keen to share their own and others' successes. All pupils work confidently with fractions, percentages and decimals. During the inspection, pupils in Year 5 and Year 6 worked confidently, measuring angles to the nearest degree and mentally calculating the missing angle of a range of triangles. Standards are above expected levels in all aspects of mathematics.
59. The National Numeracy Strategy is implemented well throughout the school. The quality of teaching and learning is good. The main strengths shared by teachers include the high quality of their planning and high levels of expectation and challenge which motivate pupils' learning. Assessment procedures are good and regular review and pupils' self-evaluation contribute effectively to the good planning and learning which takes place. Planning takes careful account of the different capabilities of pupils and identifies the next steps in their learning. As pupils develop a wider range of skills, teachers introduce ever-increasing challenges to extend their learning in an atmosphere of excellent relationships. Homework is set regularly to reinforce the learning of established and new skills.
60. Co-ordination of the subject is very good in both its leadership and its management. The detailed analysis of pupils' performance highlights specific areas for development in the provision. Annual action plans identify relevant tasks that relate to the raising of standards. Resources are good in quantity and quality, and are used effectively to support pupils' learning.

Mathematics across the curriculum

61. Pupils have very good, regular opportunities to use their mathematical knowledge in other subjects. Particular strengths include the use of data-handling in ICT lessons to present the results of investigations, using spreadsheets, charts and graphs to present their findings. Measurement is practised regularly in science and design and technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and by Year 6, their standards are well above the national expectation.
- Teaching, learning and assessment are very good.
- The strong practical element of lessons captures pupils' interest and enthusiasm.

Commentary

62. The small number of pupils in each year group affects results in national tests from year to year, but the usual picture is of standards at least in line with national averages in Year 2 and well above average in Year 6. The results of the 2004 tests for pupils in Year 6 were a particularly good achievement for the school, being very high in comparison with other schools nationally. They were also very high, and in the top five per cent, compared with the results of other schools whose pupils had similar attainment at the end of Year 2. Current Year 6 pupils are not quite at such a high level as indicated by the 2004 test results, but they are achieving very well and have made very good progress in relation to their prior attainment. Their standards are well above the nationally expected levels. The 2004 teacher assessments of pupils at the end of Year 2 placed standards around the national average. One reason for this was that no pupil was assessed at the higher Level 3. There is evidence that this was cautious assessment because several of these pupils, now at the start of Year 3, are displaying above average levels of knowledge and understanding for their age. The current Year 2 pupils are achieving very well and standards overall exceed national expectations. Throughout the school, pupils with special educational needs are making the same progress as their classmates.
63. Teaching and learning are very good. Compared with the previous inspection, this maintains the quality in Years 3 to 6 and is a significant improvement in Years 1 and 2. A factor contributing to very good learning is the emphasis placed on practical investigation. As a result of this emphasis, pupils develop a very good understanding of the principles of scientific enquiry. In all science lessons seen, pupils were involved in exploration, experiments and challenges which encouraged their thinking and evaluation skills. Pupils frequently work in small groups and as their interest is constantly sustained by the challenges, their behaviour and personal development is often excellent.
64. Pupils in Years 1 and 2, challenged to design a practical method of testing the effect of temperature on the rate at which ice melts, demonstrated their very good understanding of the principles that make a test fair and valid. They explained well the importance of changing only one variable at a time. The teacher constantly challenged and developed their scientific thinking through good questioning. The contribution of science to the development of pupils' speaking and listening skills is generally well developed because teachers constantly ask them to explain their reasoning and use

correct scientific vocabulary. Questioning also helps pupils to develop their scientific knowledge and understanding. Such features of lessons aid teachers' assessments of pupils' ongoing progress. In Years 3 to 6, this assessment is supported by very constructive marking of pupils' work which recognises strengths but also promotes further research and thought about reasons for events in investigations.

65. The leadership and management of science are very good. There is good organisation of the curriculum so that pupils of different ages and abilities can benefit from the specific tasks set for different groups of pupils. A lesson for pupils in Years 3 to 6 involved pupils in Years 3 and 4 focusing on one aspect of the topic 'Sound', while older pupils worked on a more advanced aspect of the same topic. This enabled constant cross-references to be made that provided revision of key learning for some while moving the learning of others forward when they were ready. Thorough planning of the science curriculum integrates many opportunities for pupils to apply mathematical, ICT and literacy skills to their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- The quality of teaching and learning of ICT skills throughout the school is good.
- All pupils achieve well and are enthusiastic about using new technology.
- The ICT resources are used well and good links are made with other subjects.
- Pupils work together extremely well in a stimulating atmosphere.

Commentary

66. All pupils achieve well and standards in Year 2 and Year 6 are at expected levels. However, improvements in provision since the previous inspection mean that the school is now well placed to raise pupils' standards further.
67. The quality of teaching and learning is good throughout the school. Teachers have successfully developed their own technical skills and confidence. Since the previous inspection, weaknesses that were identified at that time in planning and the quality of equipment have been rectified. Teachers plan lessons well and make good links between the use of technology and other subjects to demonstrate and reinforce skills. Activities are imaginative and interesting and are set at the right level of challenge for pupils of different capabilities in the mixed year group classes. Regular opportunities for pupils to explain their ideas are given and pupils respond well to challenges.
68. Throughout the school, pupils effectively use a range of information sources, including CD-Roms and the Internet, under supervision, to gather information. Pupils are introduced to control technology at an early age in Years 1 and 2, when they learn how to program floor models to follow particular routes. They are also keen and confident when working at a computer. They carefully follow instructions from their teachers to access selected programs and enjoy making things happen together. They

develop artistic skills well when creating patterns and designs using computer programs linked to a range of subjects, including geography and multicultural links.

69. Pupils enjoy using computers and this is clearly reflected in their enthusiasm. Excellent relationships are formed when pupils share ideas and support their partners when working together. Teachers challenge the more capable pupils to explore new techniques, whilst supporting those who are less skilled or have special educational needs or other learning difficulties. Pupils in Years 3 to 6 build effectively on their early skills, responding to challenging tasks. They prepare and present good examples of work, using text and graphics which enhance their own work and displays around the school. Assessment procedures are being used effectively to track pupils' progress. Pupils are also keen to record their own self-assessment to help them improve further.
70. The subject leader has created a positive learning atmosphere within the subject, which supports and enhances learning very well. This positive approach has enabled computers and other forms of technology to become an integral part of day-to-day learning. The quantity and quality of resources are satisfactory at present but the school has taken steps to improve equipment even further in the very near future.

Information and communication technology across the curriculum

71. ICT is used to good effect to support learning in most subjects. This support was demonstrated most effectively in numeracy and literacy during the inspection. Completed work also shows good links with geography and art and design when pupils create text and graphics to enhance their presentations. Younger pupils also make good use of tape recorders and listening stations to enhance their work in literacy and extend their enjoyment of stories.

HUMANITIES

72. During the inspection, it was not possible to observe any lessons in **history** and no overall judgement has been made about provision. A good range of evidence was gathered from samples of pupils' completed work and from teachers' planning. The subject has a high profile in the school and the provision meets statutory requirements. Teachers plan very close links with a wide range of subjects, including literacy when extending speaking and writing skills about key characters and events from the past. Pupils have produced particularly good writing about poor people and their children in Victorian times and booklets about Ancient Greeks and Ancient Egyptians. Other strong links involve physical education and music in learning dances and songs from the Victorian period. Evidence indicates that standards in Year 2 and Year 6 are above expected levels in the aspects of the subject for which sufficient evidence was collected to make a secure judgement.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Pupils' achievement is good and standards are above nationally expected levels in Year 6.
- Teaching is good overall and promotes good learning.
- Cross-curricular links are well developed.

Commentary

73. By Year 2, standards are at nationally expected levels and by Year 6 they are above expected levels. This is the result of the good teaching and the good curriculum that covers all the required areas in an interesting and challenging way. Learning is made meaningful in good links with other subjects. Achievement is good and boys and girls equally develop a good knowledge and understanding of places as they develop their skills of geographical enquiry. The overall good provision and progress found in the previous inspection have been maintained.
74. Pupils in Year 2 have a good understanding of places in the local area and compare the different features of houses and the environment, developing their literacy skills effectively in the process. Pupils have a good appreciation of the importance of environmental issues and identify local features that they like and dislike, making sensible suggestions as to how 'dislikes', such as traffic noise, might be improved. Pupils in Year 6 have good knowledge and understanding of the subject and have developed good skills of geographical enquiry. They create maps and plans using co-ordinates confidently, and identifying and using mapping symbols and scales accurately.
75. The teaching and learning are good. Teachers have good subject knowledge and confidence. They plan interesting and stimulating lessons that proceed at a good pace and which bring work alive, creating a genuine enthusiasm for learning about places near and far. As a result, pupils enjoy their work and take care to do their best. The skills and concepts central to the subject are often linked closely with those from other subjects, particularly literacy, history, numeracy art and design, ICT and multicultural education. Pupils are keen to gather evidence from a wide range of sources to create well-considered views about topics that bring real relevance to learning.
76. The leadership and management of the subject are very effective and promote provision that is good overall. Carefully planned field trips and visits effectively enhance and develop pupils' knowledge and understanding. Resources are of good quality and quantity and used effectively to support learning. Regular assessments are completed of individual pupils and evaluation of learning and achievement informs target setting and development of the subject.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There are no significant strengths or weaknesses.

Commentary

77. No lessons were observed in religious education as they occurred outside the inspection period. Evidence was gathered from samples of pupils' completed work and from teachers' planning. Evidence indicates that the school complies with statutory requirements and the requirements of the locally agreed syllabus. Pupils learn about a range of religions, including Christianity, Judaism and Hinduism. Meaningful links are made with literacy when speaking and writing about feelings and beliefs and with geography and history when learning about the local area and areas further afield. On the basis of work samples examined, the attainment of pupils is at expected levels, as at the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. No overall judgements have been made about provision in **art and design** and **music** due to most lessons occurring outside the inspection period. However, the evidence of pupils' work and the high quality of the broad range of learning opportunities planned in **art and design** indicate that this is an area of the curriculum with significant strengths. Work on display and that in pupils' sketchbooks and school portfolios is of a standard that exceeds expectations in Year 2 and is well above expectations in Year 6. This is a significant improvement since the last inspection. The high priority given to the creative arts in the last year has improved the curriculum and pupils' standards. Two- and three-dimensional work shows pupils' good creativity and well-learned basic techniques when working with different materials. In Years 1 and 2, pupils demonstrate a strong sense of pattern, good control of line and colour in sketches, paintings, and a well-developed sense of design in collage work. Pupils in Years 3 to 6 use sketchbooks effectively for initial experiments with ideas and techniques such as use of charcoal and showing light and shade. The skill of observational drawing develops impressively and much of this work, like printing and clay work, is of very good quality.
79. Teachers plan a wide range of learning opportunities within school and beyond. The local environment is used well as a stimulus for art and design. Pupils gain a broad cultural knowledge through artwork, when using fabric crayons on Hessian to capture the spirit of Aboriginal art or strongly coloured Indian designs. They study and then work in the style of artists such as William Morris, Patrick Heron and Pablo Picasso. Often, the work is evocative, for example fantasy landscapes and pictures to tell the story of a dream. This breadth of experience is an important factor contributing to the confidence and competence of pupils that is so evident in their work.
80. There is insufficient evidence of pupils' work to judge achievement or standards in **music**. Very little evidence of pupils' work is retained other than video recordings of major events such as annual productions. The guidelines showing what is taught indicate that the required programme of study is provided. There are good links established between music and other subjects, for example with history through study of Tudor music and performance of Victorian songs. The few observations possible of pupils performing were of singing during assembly, which was delightfully melodic, and of pupils receiving instrumental tuition, which showed enthusiasm, dedication and talent in the individuals who were heard.

Design and technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well and standards are above the level expected nationally in Year 6.
- Teaching and learning have good features but planning of the curriculum for Years 3 to 6 lacks cohesion.

Commentary

81. There is insufficient evidence to make a judgement on pupils' achievement or standards in Year 2. Pupils achieve well in Years 3 to 6 and their standards are above expectations by Year 6. The quality of pupils' finished products is often high. They are very thorough in the initial stages of their work, recording each stage in the gradual preparation of designs and giving appropriate thought to materials to be used. This work indicates a good technical knowledge and understanding. However, a notable strength of their work is the testing and evaluation of products. This is very analytical, identifying how both planning and production have been modified while work has been in progress and what has worked well and what still needs improving. Pupils' work is very well presented, being neat and making very good use of labelled diagrams to illustrate, for example, the step-by-step phases in production.
82. There were good features in both teaching and learning in a lesson with pupils in Years 3 to 6. Two quite different projects were running simultaneously in this lesson and this points to a weakness in planning for the medium term because there was no relationship between the topics in terms of factual knowledge or skills being acquired by the pupils. Year 3 and 4 pupils worked on the use of a pivot mechanism in a 'pop up' card. Years 5 and 6 pupils evaluated the design and construction of a slipper after taking one apart. The teacher was unable to make any links between the learning of pupils in these two groups and was effectively teaching two separate lessons. This is inefficient organisation and minimises the opportunities for pupils to learn with and from one another.
83. Good aspects of teaching were the teacher's good subject knowledge and strong focus in planning and teaching on pupils developing specific skills safely. The younger pupils demonstrated a range of good learning outcomes such as accurate measurement and cutting, good knowledge of mechanisms, imaginative design and thorough planning of how the card was to be made. Older pupils worked very well in small groups, using knowledge of slipper design and construction from their Internet research and disassembly of a slipper to produce detailed notes and diagrams of construction and arrive at very well-informed, detailed evaluations of advantages and disadvantages of design and construction.
84. Leadership and management are satisfactory although the newly appointed subject leader has yet to have significant impact on subject development. However, the inclusion of the subject as a priority in the next school improvement plan provides her

with the opportunity to address the weaknesses in planning that she has quickly identified.

Physical Education

Provision in physical education is **good**.

Main strengths and weaknesses

- Good provision is achieved despite limitations in facilities.
- The subject leader provides very good leadership.
- Teaching and learning are very good and result in pupils achieving very well and attaining standards above national expectations.
- Good opportunities are provided for participation in physical education and sport outside the school day.

Commentary

85. Key aspects of facilities remain as they were at the time of the last inspection. Small, awkwardly shaped playground areas make games teaching difficult. The village hall is hired for gymnastics and dance lessons but lack of climbing apparatus restricts the range of gymnastics activities that can be taught and learned. Swimming lessons are restricted to weekly sessions for half a term per year. However, despite such constraints the school provides well for pupils' physical education and there has been good improvement in provision since the last inspection. This is due to very good teaching, learning, subject leadership and parental involvement and the provision of many opportunities outside the school day for pupils to participate in physical education and sport. The overall programme has very good impact on pupils' physical development and education, resulting in very good achievement by pupils, including those with special educational needs.
86. Teaching and learning are very good overall. Lessons have well-structured periods of warming up and cooling down and there is good emphasis on the principles of health-related exercise in teachers' questioning and in pupils' activity. Such features were present in the very good teaching seen in dance lessons with both classes. Pupils' learning was also very good because they had frequent opportunities to observe one another in order to develop their understanding of the characteristics of good performance. The teacher's high level of subject expertise was used to good effect when guiding pupils on what they needed to do to improve. This resulted in pupils who moved confidently and interpreted lesson themes and musical and language stimuli imaginatively, performing at above the expected levels for their ages.
87. Standards in swimming are above the level expected nationally and this is impressive because pupils have blocks of five or six weekly lessons and then a year's gap before the next block. All pupils in Years 3 to 6 can swim without buoyancy aids, the majority exceed the national expectation and a significant minority are well beyond this. In addition to instruction from a highly experienced pool-based instructor, pupils receive very good guidance from the subject leader and two parent volunteers. Each group's

work is very thoroughly planned and a good variety of learning activities helps pupils to make very good progress within each lesson.

88. Pupils also have a good range of learning opportunities outside the school day. In addition to well-attended clubs for the major games and athletics, the school participates fully in all local inter-school competitions and events such as dance festivals. One further very good feature of pupils' physical education is their high levels of activity before school and during lunch-times. A wide range of games equipment is available for pupils to use and pupils organise themselves well, practise skills with enthusiasm and show high levels of respect for one another's use of space. For pupils in Years 3 to 6, each day starts with a short, vigorous period of fitness-related exercise, including ball skill practice that is usually led by the subject leader, but occasionally by a pupil.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education (PSHCE) is **very good**.

Main strengths and weaknesses

- There is a very high emphasis on teaching PSHE so that it permeates all aspects of the school's work.
- Teaching and learning are very good.

Commentary

89. In a self-evaluation completed by the school before the inspection, PSHE was stated to be the basis of all the school's work and inspection evidence confirms this to be the case. It is a major strength of the school that is taught both in discrete lessons and through other subjects. The school has gained recognition through the 'Healthy Schools Award' for the specific programmes for the Foundation Stage, citizenship, emotional health and wellbeing and drugs awareness. It now seeks further accreditation in the areas of safety, sex and relationships education, healthy eating and physical activity. The evidence from pupils' books, teachers' planning and the lessons seen shows very good progress towards these objectives.
90. There is a very strong emphasis on developing pupils' personal and social skills through activities in PSHE, science, physical education and religious education lessons as well as in assemblies. The detailed planning of activities ensures progression across all age groups in relation to developing pupils' skills, knowledge and understanding and their attitudes and values. Pupils learn how to make informed choices. They show excellent relationships throughout the school and very caring attitudes towards others. Through the school and class councils, there are many good opportunities to develop the qualities of citizenship. The school council is effective in ensuring that the pupils' views are taken into account, for example by debating school policies and at a very practical level through deciding how funds for new playground resources should be spent.

91. Pupils show mature and responsible attitudes and have good decision-making capacities. These qualities are developed by very good teaching and learning. This combines very good input from teachers that helps pupils to acquire a thorough knowledge base, with many opportunities for pupils to express personal ideas and develop sensitivity towards others. In terms of learning, pupils of all ages and abilities achieve very well. By Year 6, pupils' written work is of a high standard and their knowledge and understanding is aided very well by excellent marking. The pupils have extensive knowledge and their reflections and expressions of opinion are very mature. The foundation of these qualities was observed in the very good interaction between pupils in Years 1 and 2 when they discussed the choices to be made if their health and wellbeing are to be improved. It was a lesson with many stimulating, imaginative activities where the teacher constantly yet sensitively challenged the pupils to formulate their ideas. A similar quality was evident in a lesson with pupils in Years 3 to 6 where they discussed bullying. The small mixed-age groups were engrossed in a sharing and recording of ideas that not only demonstrated pupils' clear thinking and perception of the topic but also showed how successfully they were meeting the teacher's high expectations of how they should respond to responsibility.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2

Overall standards achieved	3
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	1
Attendance	3
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
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	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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