

INSPECTION REPORT

COALEY CE PRIMARY SCHOOL

Coaley, Dursley

LEA area: Gloucestershire

Unique reference number: 115616

Headteacher: Mr Paul Batchelor

Lead inspector: Mr Chris Kessell

Dates of inspection: 20th – 22nd June 2005

Inspection number: 272930

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 controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	62
School address:	The Street Coaley Gloucestershire
Postcode:	GL11 5EB
Telephone number:	01453 890358
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Appropriate authority:	The governing body
Name of chair of governors:	Rev. Ian Robb
Date of previous inspection:	1 st March 1999

CHARACTERISTICS OF THE SCHOOL

Coaley Church of England Primary School is smaller in size when compared to other primary schools and serves the Gloucestershire village of Coaley, and neighbouring communities. The village is situated to the south west of Stroud. The majority of the village accommodation is privately owned. Most of the pupils come from white ethnic backgrounds. The school has not received any travellers, refugees or asylum seekers. The proportion of pupils, who are known to be eligible for free school meals, is well below average. The number of pupils who either leave or join the school was slightly above average during the last academic year, with more pupils joining the school than leaving. Eleven per cent of pupils are assessed as having special educational needs; this is below average. There is one pupil with a statement of special educational needs. Children start full-time education with attainment that is average to above average for their age. In 2002, the school was presented with an 'Investors in People' award, and, in 2003, a 'Schools Achievement' award. There have been significant staff changes in the last year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20695	Mr Chris Kessell	Lead inspector	Mathematics English Information and communication technology Geography History English as an additional language
19664	Mr John Bayliss	Lay inspector	
18709	Ms Nina Bee	Team inspector	Science Art and design Personal, social and health education Design and technology Music Physical education Religious education The Foundation Stage curriculum Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school and it provides good value for money. Pupils achieve well and, by the time they reach Year 6, standards are above average in English, mathematics and science. Teaching and learning are good. The leadership and management of the headteacher, staff and governors are good overall. The pupils' personal development is a strong feature of the school and pupils are cared for very well.

The school's main strengths and weaknesses are:

- Standards are above average in reading, writing and speaking and listening in Year 2. Standards are above average in English, mathematics and science in Year 6.
- The pupils make good progress in the core subjects.¹
- Children get a good start to the school in their Reception year.
- Pupils' personal development is well promoted.
- The new headteacher has a clear vision for the school and high expectations. He is supported well by a very good governing body.
- Very good care is taken of the pupils.
- Despite the good teaching, the marking of pupils' work is unsatisfactory.
- There are weaknesses in the delivery of the curriculum for religious education.

Improvement since the school's previous inspection, six years ago, has been good. Standards have improved at a faster rate than that found nationally. The school and governors have addressed most of the key issues and less important weaknesses from the last inspection. The school development plan has been improved, as have the procedures to monitor and evaluate the work of the school. The school's accommodation has developed significantly and the youngest children have a secure outdoor play area. The requirements of the National Curriculum for information and communication technology are now being met and there have been improvements in the curriculum planning. However, there are weaknesses in the curriculum for religious education and, on occasions, extra-curricular activities are being undertaken during lesson time.

STANDARDS ACHIEVED

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

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

Standards achieved by pupils are good. Because of the small year groups, there can be some year-on-year variation in standards. The table above shows that in the national tests in 2004 for Year 6, standards in English, mathematics and science were well above average. The results in mathematics placed the school in the top five per cent nationally. The pupils currently in Year 2 are achieving standards that are above average in reading and writing and average in mathematics and science. Although these standards are not as high as last year, the year group is significantly smaller and also started school with lower levels of attainment than the previous year group. National tests taken by pupils at the end of Years 2 and 6 show that girls often outperform boys more than is found nationally, but this may be the result of having very small year groups, which can make any statistical analysis unreliable. In the Reception year, children are on course to exceed the early learning goals²

¹ The core subjects are English, mathematics and science.

² The early learning goals set out what children should achieve by the time they reach the end of the reception year in primary school.

by the time they start Year 1. Pupils with special educational needs achieve as well as other pupils when they are supported well. Where support is less effective, their progress is slower.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Their high standards of behaviour and very positive attitudes to learning contribute effectively to their good achievement. Relationships through the school are very strong. The pupils' attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality and education provided by the school is good.

Teaching and learning are good. The teachers have a good understanding of the subjects they teach and lessons are interesting and exciting. The pupils learn enthusiastically and work hard. Lessons are well managed, and all teachers have high expectations in terms of the pupils' academic performance and behaviour. Although lesson planning takes into account the different ages and abilities found in classes, there are occasions when planned activities are not linked accurately enough to pupils' individual ability. Not all of the pupils' work is marked regularly and this is unsatisfactory. Teaching assistants make a good contribution to pupils' learning, particularly in the lower part of the school.

The curriculum provided by the school is satisfactory. Out-of-class activities enrich the curriculum well. The school's partnership with parents is good and very good care is provided for the pupils. There are very good links with the local community and effective links with other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The staff work effectively as a team and the new headteacher has brought a sense of direction and purpose to the school. He has already recognised a number of key areas for development, including those identified by the inspection team. Teaching staff are good role models for the pupils. The work of the governors is very good, and the school fulfils its statutory requirements, except for some minor omissions in the school's prospectus.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school. They feel that their children are making good progress and are taught well. Parents are happy with the standard of behaviour. The inspection would fully support the views expressed above. Through the pre-inspection parents' questionnaire, some concerns were expressed about homework, information provided by the school about pupils' progress, and the recent high levels of staff turnover. The inspection team judges that homework supports pupils' learning in classes well, and that the information provided by the school about pupils' standards and progress is good. Inevitably, changes in teaching staff do lead to a period of transition and change. Despite the disruption earlier in the year, the pupils are now achieving well and the school is moving forward well.

The pupils find their classmates friendly and enjoy coming to school. They acknowledge that they have to work hard.

IMPROVEMENTS NEEDED

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

- Ensure that pupils' work is marked and that marking provides pupils with an understanding of how they can do better.
- Improve the teaching and implementation of religious education;

and, to meet statutory requirements:

- ensure that all the information required is included in the school prospectus.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievements are good overall, particularly in the core subjects. Standards are above average in English, mathematics and science in Year 6.

Main strengths and weaknesses

- Despite significant staff changes over the last year, the pupils are making good progress.
- By the end of Key Stage 2³, standards are higher than at the time of the previous inspection. The pupils now make better progress through this key stage.
- Standards are higher in information and communication technology when compared to the last inspection.
- By Year 6, pupils' knowledge and understanding in religious education are not as good as they should be.

Commentary

1. Overall, standards have improved since the previous inspection at the end of both key stages. The school has improved standards at a faster rate than found nationally. Parents feel that their children make good progress and are learning well. The majority of pupils believe that they have to work hard. The inspection team would support these views. The teaching staff has changed quite significantly over the last year which has led to some inconsistencies in teaching that have, on occasions, had a detrimental effect on pupils' progress. However, the teaching staff is now settled and pupils are currently achieving well, particularly in the core subjects. The pupils' positive attitudes to learning also contribute to their achievement.
2. The children in Reception year enter school with standards generally above those expected for their ages and they are given a curriculum, which is accurately matched to their individual needs. By the time pupils start in Year 1, most are on course to exceed the expected levels. They achieve well and work confidently alongside the older pupils in Years 1 and 2.
3. The results of national tests for pupils in Year 2 in 2004 were well above average in reading and writing and above average in mathematics. Standards in reading and writing were in the top five per cent nationally. When compared to similar schools, as defined by the proportion of pupils having free school meals, standards were, again, well above average in reading and writing and average in mathematics. Standards in writing were in the top five per cent when compared with similar schools. Current standards in Year 2 are above average in reading and writing, and average in mathematics. Because of the small year groups found at the school, year-on-year comparisons should be treated with caution. The pupils currently in Year 2 also joined the school with lower attainment on entry than the previous year.
4. When compared with all schools, the 2004 national test results in Year 6 indicated that standards were well above average in English, mathematics and science. Standards in mathematics were in the top five per cent. When compared with similar schools, standards were well above average in English and mathematics and above average in science. Current standards in Year 6 are above average in these three subjects.
5. National data suggests that the gap in performance between boys and girls is wider than found nationally at the end of both key stages. In Year 2, this has been in favour of the girls; particularly in reading. Girls have performed better than boys to a greater extent than that found nationally in English and mathematics in Year 6. There was no evidence of this during the inspection and with small year groups, fluctuations in performance can be more pronounced.

³ Key Stage 2, or the juniors, is Years 3 to 6. Key Stage 1, sometimes referred to as the infants, refers to pupils in Years 1 and 2.

6. Pupils who have special educational needs achieve well when work is accurately matched to their needs. However, they are sometimes given activities that are too difficult for them. When this happens, they do not do as well as they could do. The quality of adult support also varies for these pupils. When support is ineffective, the pupils' progress is limited.
7. Standards in information and communication technology are similar to those expected for the pupils in Year 2 and 6. This is an improvement on the previous inspection. Although other subjects were not part of the inspection focus, pupils in Year 6 spoke confidently and knowledgeably about history and geography. However, they showed a lack of depth in religious education. In Year 2, pupils' levels of understanding in this subject are as expected for their age.

Pupils' attitudes, values and other personal qualities

Throughout the school, pupils' attitudes to learning and their behaviour are very good. Pupils' personal development is good, overall, with their moral development being very good, social development good and spiritual and cultural development satisfactory. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils try hard to do their best in lessons and around school.
- Pupils of all ages respond very well to the school's high expectations of behaviour and self-discipline.
- Pupils work and play well together. Relationships are very good.
- Pupils' moral and social development receives high priority.
- There have been no exclusions during year prior to the inspection.
- There have been consistently high levels of attendance in recent years.
- Parents are very pleased about the way in which the school helps their children to develop into mature and responsible members of the community.

Commentary

8. The school's judgement of 'good' for this aspect of its work is conservative. There are no significant weaknesses. The generally good picture found when the school was last inspected has been further improved. The picture is one of continuing very high standards. The school successfully meets its aim to help pupils to develop lively, enquiring minds and high self-esteem.
9. Arrangements for ensuring that the pupils grow up with a clear understanding of what is right and wrong are very good. The school has very high expectations about how its pupils should behave and, with very few exceptions, the pupils rise to meet these. School rules are clear. The school's sensitive, but clear, moral code ensures a very positive ethos in the school. There is a calm, constructive atmosphere in and around the school with pupils behaving responsibly treating each other and the school premises with respect. Almost without exception the pupils have a clear understanding of the impact of their actions on others and they respect the school rules, which they think are fair. All adults present very good role models, successfully teaching the importance of conducting oneself properly to play a full part in the school community and elsewhere. They deal with the very occasional instances of minor inappropriate behaviour consistently well. Anti-bullying strategies work very well. The pupils spoken to during the inspection, have no concerns about the behaviour of their classmates.
10. Breaktimes are pleasant, social occasions when the pupils behave very well; all playing happily together. Nothing was seen to suggest that when the very occasional incident of inappropriate behaviour occurs it is oppressive. Pupils do not see bullying as a problem and it has not been necessary to exclude anyone in recent times.
11. The pupils relate easily with adults, although never in a disrespectful way. They respect the values and beliefs of others and this is apparent in the way they relate to each other both in lessons and elsewhere. Everyone is treated equally and harmonious relationships exist

throughout the school community. The comment made by a pupil in Year 6 that *'everyone knows each other and all are treated as individuals'* accurately reflects what was seen during the inspection.

12. Opportunities for pupils to show initiative and display personal responsibility are readily grasped. These opportunities steadily increase through the pupils' school life. Classroom and school responsibilities, including membership of the school council or, for example, when pupils in Years 3 and 4 had to plan and deliver a class assembly during the inspection, are undertaken diligently and with enthusiasm. Throughout the school, the pupils mature as individuals, becoming socially aware and developing views and opinions that are soundly based. Inspectors confirm the view of parents that through its strong pastoral programme the school ensures that the pupils are successfully helped to grow in confidence and self-esteem so that they become mature and responsible young people.
13. The school's provision for pupils' spiritual development continues to be satisfactory, as was found at the previous inspection. It meets its aim to provide a Christian framework, upholding Christian principles, although its denominational status does not have a high profile in and around the school. Statutory requirements for a daily act of worship are met. Through assemblies and class discussions in personal, social and health education lessons, for example, the pupils are taught to reflect on their own actions and those of others, show consideration for others, listen to others and learn to respect their views. The pupils enjoy assemblies saying that they *'teach us the importance of God and what is important in life'*.
14. Pupils gain a satisfactory insight into their own and other cultural traditions through work in religious education lessons, art and design, music, history and geography lessons. The school recognises the importance of providing opportunities for its pupils to be aware of what is necessary to play a full part in a multi-cultural society and has plans to further develop its provision.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.0	School data	0.1
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.

15. Pupils' attendance and punctuality has improved, since being judged to be good at the last inspection. There is no truancy. Records of attendance are properly maintained and monitored and comply with statutory requirements. Registration is efficient, with little time wasting. Parents are regularly reminded of the importance of attendance and the very large majority respond positively although a few continue to organise holidays during term time against the advice of the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for its pupils. Teaching and learning and curriculum provision are good. The pupils are cared for very well. There are strong links with parents and other schools. Links with the local community are very good.

Teaching and learning

Teaching and learning are good. The school has a good range of assessment procedures. The use of assessment information is satisfactory.

Main strengths and weaknesses

- Lessons are well organised and teachers have a good knowledge and understanding of the subjects they teach.
- Pupils are enthusiastic about learning and work hard.
- The pupils are able to work very successfully together as well as independently.
- The teachers have high expectations with regards standards of behaviour.
- Pupils' work is not always marked and this is unsatisfactory.

Commentary

16. Despite parents' concerns about the recent upheaval in staffing, teaching and learning are currently effective. Parents responding to the pre-inspection questionnaire agreed that teaching is good and that staff expected pupils to work hard. These views were supported at the pre-inspection meeting and the inspection team would agree with these comments. Parents who answered the questionnaire were less convinced about the appropriateness of homework; the inspection team judges that homework supports learning in classes well.

Summary of teaching observed during the inspection in 14 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	7	4	0	0	0

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

17. The children are getting a good start to school. Teaching is good and often very good for children in the Reception year. The teacher and the teaching assistants form very good relationships with the children and support them well. All adults work well together as a team. As a result, information collected on individual children is used effectively to plan activities, which suit the children's individual needs well. Learning is good and often very good because all adults have high expectation with regards to each child doing their very best. Behaviour is very good and, as a result, the children quickly develop very positive attitudes to learning and work with great enthusiasm and enjoyment. They concentrate very well and work with confidence, whether they work in groups, with an adult, or in activities they have chosen themselves. Clear profiles are developed on the children, based on the national guidance. These are used successfully to track their progress through all areas of learning.
18. The good start that children get when they enter the school continues into other year groups. Teachers have a good understanding of the subjects they teach and lessons are well planned. They are aware of the challenge of mixed-age classes and do their best to ensure that pupils of different ability are given work that is appropriate to their needs. At the pre-inspection meeting, parents commented that the small class sizes meant that pupils got a significant amount of individual attention. To some extent this is true, and teachers' successful interactions with pupils, to challenge or support individuals and groups of pupils, is a significant feature of most lessons. However, there are occasions when work could be more accurately allocated to different ability groups, so that higher-attaining pupils are challenged and those who are less able, are given work that is more appropriate to their particular needs.
19. This is particularly the case for pupils with special educational needs. These pupils learn well when their teachers give them activities that are matched carefully to their needs and they receive good quality support from the teaching assistants. This practice, however, is not consistent and there are times when the support these pupils are provided with, is less than effective.
20. A strong feature of many lessons is the pupils' ability to work well on their own when teachers are working with specific years or groups. Pupils of all ages show mature attitudes to learning and recognise that they are expected to be responsible for aspects of their work. This was seen to good effect when pupils in Years 3 and 4 undertook a science investigation in the school allotment, and pupils in Year 2 worked sensibly together in a numeracy lesson that featured adding money and giving change.

21. The pupils have covered a good range of work during the year. The good teaching, and enthusiasm of the pupils, ensures that the majority of lessons have pace. Literacy and numeracy lessons are well managed and speaking and listening skills are promoted particularly well. Careful questioning, and the respect that pupils show for each others' views, mean that pupils of all ages and abilities are involved, and contribute to lessons.
22. The school has a good range of assessment procedures in place across the whole curriculum. Although staff have a sound understanding of how well all pupils are doing, analysis of assessment data could be sharper. This is acknowledged by the school and the new headteacher has already allocated an in-service day to allow subject co-ordinators time to review recent performance data and then put together action plans for their subjects. This will also include producing more 'user friendly' targets for individual pupils. During the inspection, pupils in Year 6 spoke impressively about what they had to do to improve their work, but this was not consistent throughout the school. The quality of marking is variable. At best, it helps pupils improve their work by providing useful information on how to move to the next stages of learning. On other occasions, marking does little to help pupils to improve. There are times when work is not marked at all and this is unsatisfactory.

The curriculum

The curriculum is satisfactorily planned for all ages and enriched well because interesting educational visits are planned and visitors are regularly invited into school. Activities to support learning outside the school day are good. Provision for the youngest children in the Reception year ensures they get off to a good start. The provision for special educational needs is satisfactory. All statutory requirements are met.

Main strengths and weaknesses

- The provision for the youngest children in the Reception year is good.
- The out-of-school activities offered to pupils are popular and well attended.
- Many subjects are enhanced well because of educational visits, and visitors being invited into school.
- There are weaknesses in the provision of the religious education curriculum.
- Occasionally, pupils miss important parts of lessons when they take part in extra-curricular activities.

Commentary

23. The school provides a satisfactory curriculum, which includes all subjects of the National Curriculum and religious education. Until recently, Years 3, 4, 5 and 6 were taught religious education together and too little time had been allocated to the subject. As a result, topics were not covered in sufficient depth. The newly appointed headteacher has already identified the need to increase the teaching time and give the subject on a higher profile in the school. Lower and upper Key Stage 2 are now taught separately.
24. The curriculum generally provides satisfactory equality of opportunity for all pupils. However, at times, pupils miss important parts of lessons when they are withdrawn to take part in other activities. The provision for pupils' personal, social and health education is satisfactory. Visitors from the local community, such as the nurse, the fire service, and local councilors, enhance pupils' personal, social and health education provision well.
25. Most parents think that there is a good range of activities which their children find enjoyable and interesting. The inspection team would agree. Visitors, who are invited into school, support many areas of the curriculum well. For example, specialist musicians come in and perform to support music. Geographical skills and the pupils' cultural development were enriched well when a visitor, who was born in Bombay, came in and spoke to the school about a village in India. In addition, all pupils have good opportunities to take part in well-planned visits, which enrich a number of curriculum areas. The history curriculum was supported well when pupils in Years 5 and 6 took a train journey and were 'evacuated' to Swindon. Pupils in

Year 2 spent a day at a local arboretum reinforcing and developing art and design skills. As they get older, pupils have good opportunities to take part in residential visits, which focus on adventurous activities. Visits such as these greatly enhance pupils' personal and social development.

26. The school offers a good range of out of school activities, which are well attended. Activities include clubs that promote art and design, science and physical education. For example, pupils work hard on their very well-organised allotment and grow a number of vegetables. A few parents felt that there were an insufficient number of sporting events offered to the pupils. The inspection team would disagree, because the pupils have good opportunities to take part in swimming galas, athletics, tag rugby, cross country and cricket.
27. The children in the Reception year work very well alongside the pupils in Years 1 and 2. The provision for the few children in the Reception year is good. Activities in all areas are interesting and linked to the national guidance. There is high emphasis on the promotion of personal and social skills in all activities. These youngest children receive a good start to their school life. Resources are satisfactory to support all areas. The issue from the previous inspection regarding the need to develop a safe and secure outside area has been addressed satisfactorily. This area is used regularly each day.
28. The provision for pupils with special educational needs is satisfactory. The few pupils who have been identified as having special educational needs have satisfactory individual education plans with targets that identify what they need to do to improve. Their targets are sometimes too broad and not consistently referred to in lessons or in the marking of work. The plans are reviewed regularly. The support from the teaching assistants varies significantly; it varies from good to unsatisfactory.
29. There is a sufficient number of teaching and support staff to meet the demands of the curriculum. The premises officer and the school secretary both work very hard and contribute greatly to the smooth day-to-day running of the school. The accommodation is good overall. Outside accommodation is very good. The school has a large field and playground area, which includes a 'wild area' and a willow sculpture. It is attractive and supports the physical education curriculum very well. Inside the school building, the hall is small and, when the weather is not suitable for outdoor physical education lessons, space is limited. Resources are satisfactory in most subject areas. The headteacher is aware of the need for subject co-ordinators to review the quality and quality of resources in all curriculum areas. Some areas, such as design and technology and religious education, have been identified as areas for immediate development.

Care, guidance and support

The way in which the school provides for pupils' welfare, health and safety is very good. The provision of support, advice and guidance based on monitoring is satisfactory. The involvement of pupils in the work of the school is good.

Main strengths and weaknesses

- The school provides a very safe, supportive and caring learning environment with a very high quality of pastoral care. It is an inclusive school.
- Parents feel that the school cares very well for their children.
- Pupils like school; they feel safe and well looked after.
- There are good induction arrangements that ensure a happy introduction to school life.
- Pupils' views are valued.

Commentary

30. The school accurately judges the quality of its care, guidance and support to be very good, having developed further the positive situation reported when the school was inspected in 1999. As was the case then, parents are very appreciative of the care and support provided for their children.

31. The school aims to offer a committed and caring staff so that pupils are helped to achieve their full potential. In this it is very successful. The school takes care to ensure that all pupils are treated equally, and given proper support appropriate to individual need. All staff respond sensitively and positively to these individual needs. All members of the school community are valued. There is good support for those joining the school or starting their school life that is much appreciated by parents. Starting school is made easier because of the very good links that exist between the staff in the reception class and those in the co-located playgroup. A 'buddy' system helps to build relationships and enables new entrants to settle happily into school life making friends quickly.
32. All pastoral care procedures show total commitment to ensuring that all pupils are valued and can develop as independent learners in a safe, healthy and secure environment. Child protection arrangements are effective. School staff and governors, who undertake regular risk assessments, have proper regard for the health and safety of the school community. There is good attention paid to safety in lessons, and elsewhere, and security arrangements are well organised. The pupils are taught to care for themselves and to look after others. There are well-organised arrangements for supervision that ensure that pupils are looked after well during periods of outdoor activity. Fire safety and first-aid arrangements are very good. The school's procedures for dealing with the very occasional accident are secure and appropriate records are maintained. The very positive emphasis on care and support allows the pupils, whatever their personal situation, to be successful and enjoy their time at school.
33. The pupils know that they can turn to adults if they need help or advice, or if they have suggestions to make, confident that they will be listened to sensitively and with respect. They think that teachers are friendly and helpful. Formal arrangements for checking how pupils are getting on, including individual pupil records that record progress against individual targets are as they should be. They are complemented by informal arrangements that benefit from the small numbers involved, so that all adults have a good understanding, not only of the pupils as individuals but also frequently of their family circumstances as well. There is regular discussion amongst staff about the personal needs of individual pupils. Taken together, these arrangements ensure that pupils' needs, whatever they are, are recognised and met so that they have the opportunity to develop to their full potential both academically and socially as responsible members of the wider community.
34. The guidance provided for pupils who have special educational needs is good. External specialists, who come into school, support the teachers and pupils well.

Partnership with parents, other schools and the community

The school has good links with its parents. Links with the local community are very good. Those with other schools and colleges are good. Parents, with justification, hold the school in very high regard.

Main strengths and weaknesses

- Parents are supportive of what the school is doing. They think it is a very good one.
- Regular newsletters and curriculum information are of good quality.
- There are good arrangements for parents to liaise with the school.
- Parents support the work of the school well, both in school and at home.

- There are very good links with the local community. Good use made of the local environment to promote learning.
- There are good links with partner schools and colleges.
- Parents are not provided with all the information to which they are entitled in the school prospectus and pupils' annual reports.

Commentary

35. The good partnership with parents identified when the school was last inspected has been maintained and the very strong links with the local community are still in place. Parents have very positive views about the school as it is now with a new headteacher and a stable staff. The response to the pre-inspection questionnaire indicated an improved situation compared with when the school was inspected in 1999 when a significant number of parents had concerns about many aspects of what the school was doing. This is not the case now.
36. The headteacher recognises the importance of the relationship with parents, to work together to the benefit of their children, and is working hard to promote its partnership with them. The home-school agreement encourages all involved to make a commitment to furthering the school aims. Parents are encouraged to be involved in the school's activities; their views being valued and acted upon.
37. There is a good 'open door' policy that encourages parents to communicate with the school. Staff are very ready to meet with parents at any time, subject to teaching commitments, to discuss matters of interest or concern. The headteacher makes himself available before and after school so that parents can approach him in an informal way. Parents are very happy that the school listens to them, responding quickly and fairly, whenever necessary, when they seek advice or help. The good number of parents able to directly help the work of the school, together with the good support they provide at home, make a very positive contribution to the standards achieved by their children. There is a very supportive 'Friends' association that fosters relationships between home and school. Its activities provide opportunities for parents, staff and pupils to socialise and cement links between school and home, as well as to raise funds that provide much welcomed financial support to the school.
38. Parents are provided with lots of information about what is happening in school. Recent regular newsletters are of very good quality and informative curriculum information is provided. Regular meetings are organised when parents are invited into school to view their child's work and to discuss progress.
39. The school prospectus, though it is a very comprehensive document, still fails to properly provide parents with all the information to which they are entitled, as was the case when inspected in 1999. Rates of pupil absence are not properly reported. The governors' annual report provides a satisfactory review of the school year, but misses opportunities to celebrate pupils' individual and team successes and its format is somewhat formal.
40. Parents are provided with annual written reports, which they like, and that provide them with a record of what their children know and can do, although reporting of subjects, other than English, mathematics and science, is brief. The information given to parents about how attainment matches that expected, particularly for non-core subjects, continues to be a weakness despite having been identified when last inspected. The headteacher has plans in hand to produce more informative reports. Parents of pupils with special educational needs are regularly informed of how well they are doing.
41. The school's links with the local and wider community are very good. The school is very welcoming and open to visitors. It makes very good use of the expertise available

within the community with villagers and other specialists coming into school to broaden the curriculum provided. Educational visits, the close links that exist with the local church, and the part pupils take in village activities, such as the annual show, are examples of how community links enrich the curriculum by extending pupils' knowledge and appreciation of the world outside school.

42. As when inspected previously, there is a good, constructive relationship with partner institutions with the school benefiting from its association with other local schools by sharing experiences and best practice. Arrangements for the smooth transfer of pupils to the next stage of their education are as they should be to ensure that pupils can move onto the next phase of their education smoothly and happily. Pupils in Year 6, though sorry to be leaving the school, have no concerns about moving on the next stage of their education.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Governance of the school is very good. Statutory requirements are met.

Main strengths and weaknesses

- The new headteacher provides good leadership. He has high expectations and a good understanding of the school's current strengths and weaknesses.
- The Foundation Stage provision is led and managed well.
- Governors are very effective in their management of the school.
- The headteacher and governors plan and monitor financial arrangements well.
- The principles of best value are well understood and implemented.
- Historically, levels of financial reserves have been higher than best practice.

Commentary

43. After a period of instability and a number of staffing changes, parents are pleased that the school now has a settled staff and, from their point of view is, 'moving in the right direction'. The vast majority of parents, responding to the pre-inspection questionnaire, believe that the school is led and managed well. Currently, the school is going through a period of transition. After many years with a settled staff, two-thirds of the teaching staff has changed within the last year. At the time of the inspection, the headteacher had not been in post for a complete term. However, this is not obvious. There is a very positive learning atmosphere. The pupils are aware that they have to work hard, but enjoy their education. There is a very noticeable 'team approach' to many of the things undertaken at the school. This is not just the staff, but pupils, parents and governors.
44. The new headteacher is ambitious for the school and thoughtful about current practice and self-critical. He is providing a drive for further improvement. Central to this, is a review of performance and the effectiveness of teaching and learning. He has established some good ideas about these issues through the monitoring and evaluation that he has already undertaken. Although many of the teaching staff are new, there appears to be a common purpose. Relationships through the school are very strong and staff support each other well.
45. The current staff has continued with the school improvement plan that they inherited. With changes in staffing, not all of the action plans have been completed, but this is to be expected given the school's circumstances. Time has already been allocated so that staff can undertake rigorous self-evaluation of school performance data so that action plans can be developed for the future. Professional development and effective monitoring and evaluation are key features of management practice identified by the new headteacher to move the school forward. He and

the governors have already allocated sufficient funding to allow staff to have non-contact time to carry out their management duties.

46. The adults, who are involved with the children in the Reception year, work successfully together as a team. This is because all systems are clear and understood by everyone and they all have a secure knowledge of how these young children learn. As a result, these children achieve well and often very well. The co-ordinator for special educational needs is the recently appointed headteacher. He has a very clear idea of what is needed to improve this provision. For example, to monitor the quality of the support which the pupils receive from the teaching assistants and to develop a monitoring system to show how well these pupils are doing across all curriculum areas.
47. The governors make a very good contribution to the management of the school. They understand the school's strengths and weaknesses very well and, through regular formal and informal visits, are in close touch with what is happening in the school. Although the governors are extremely supportive, they are not afraid to challenge what is happening in the school or make difficult decisions.
48. The school has good procedures for ensuring that the financial resources available to it, which, though higher than those enjoyed by primary schools nationally, are not untypical for a very small school, properly support the educational needs of its pupils. No evidence was seen of any expenditure not being used effectively for the direct benefit of the pupils. The recommendations of the school's most recent external audit have been acted upon.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	222,341
Total expenditure	208,246
Expenditure per pupil	3,359

Balances (£)	
Balance from previous year	35,866
Balance carried forward to the next	49,961

49. Governors and staff are working closely together to determine how best to meet the needs of the pupils, given the resources available to the school. There is a clear identification of priorities related to improving the quality of education and raising standards, with a very good awareness of the need to apply best value principles when deciding how to balance the needs of staffing, accommodation and resource provision, drawing upon all the evidence available to determine need, including the views of parents and pupils. There is a clear cycle of financial planning and the monitoring of expenditure is good. The use of the monies the school receives to help pupils with special educational or other needs, is well directed. Overall, the school has maintained the secure financial planning and efficient control of its budget identified when the school was last inspected.
50. The amount of money the school holds in reserve to protect it against unexpected happenings has been very much higher than suggested by good practice in recent years, the result of a very conservative approach to money management during a period of considerable uncertainty. However, since his appointment the headteacher, working closely with governors, has determined that there should be a progressive release of accumulated balances, whilst maintaining prudent contingency planning to protect against anticipated additional costs and fluctuating roll numbers. Changes to the headteacher's teaching commitment, the recognition of the need to meet government initiatives in respect of non-contact time for teachers, and plans to contribute to improvements in the accommodation, are examples of effective corporate decision making, reflecting managers' developing confidence to balance the need to be

financially careful with properly targeting resources to meet the needs of all pupils in the school.

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 **good**.

51. The school has successfully addressed the key issue reported in the previous report. There is now a safe and secure outdoor area for the children to play. This is used regularly and supports all areas of learning satisfactorily. The Reception year group varies in size, from year to year, but is usually small. There are currently six children in the Reception year. Over the last few years, information collected when children start school indicates attainment on entry to range from average to above average. Activities are well planned to develop learning in all areas. Resources for learning are satisfactory. The teaching assistants, who work with the teacher, support the children well and this contributes to the good achievement they make. Teaching is good and often very good. All adults develop very good relationships with the children and have high expectations with regard to the children doing their best at all times. Assessment procedures are good. Adults continually collect useful information on the children and use this well when they plan lessons. The school uses the national guidance to develop profiles on all children and these clearly show the progress each child makes. Children who are identified as having special educational needs identified are well supported. Induction procedures are good and the school continues to have well-established links with the local playgroup which operates on the school site.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

52. There is too little inspection evidence to make overall judgements on the provision for knowledge and understanding of the world, physical development and creative development. Activities to support these areas are planned for well and regularly include information and communication technology. The interactive whiteboard is used particularly well to promote learning and the children are encouraged to regularly use it. The children's previous work shows that in the development of their knowledge and understanding of the world, children have completed a traffic survey and higher-attaining children developed a tally chart accurately to record their results. As they watched the seeds grow that they had planted, they 'predicted' whether or not the seedlings needed light. The children have discussed the differences between 'under the sea' and 'under the ground' and created a class picture. This has promoted learning in knowledge and understanding of the world and creative development. The children made seed packets by joining paper together and filled in the shapes of flowers using coloured seeds and glue. All children use tools such as glue and scissors confidently and safely. During the inspection, there was little evidence collected to support physical development because of timetabling. However, this area is well planned for during outdoor sessions and hall time. Activities linked well with communication, language and literacy, as children used sparkly play-dough to make models of the 'Rainbow Fish', after listening to the story. This activity was then linked well to information and communication technology as the children on a computer program relating to the story. The children in the Reception year successfully join the pupils in Years 1 and 2 for religious education.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is good. This area is consistently developed well in all activities.
- Adults support learning well and no opportunities are missed to promote the development of personal and social skills.
- The children have very positive attitudes to learning and achieve well.
- Behaviour is very good.

Commentary

53. The good provision provided enables the great majority of children to exceed the expected levels by the end of the Reception year. All adults have very high expectations regarding behaviour and getting on with one another. They develop very good relationships with the children and plan activities which suit their individual needs well. As a result, behaviour is very good and the children get on very well with each other and all of the adults with whom they come into contact. Teaching is good. The children show very positive attitudes to learning; they are inquisitive and eager to learn. The children work well together in pairs and small groups and begin to develop the skills necessary to work independently. Personal independence is well developed. For example, when the children in the Reception year work alongside the pupils in Years 1 and 2 it is difficult to pick out the younger children. The children confidently join in with whole-class discussions and sit and listen attentively. Achievement is good.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good and sometimes very good.
- The children respond very positively to lessons.
- Adults support the children effectively, enabling them to achieve well in developing speaking and listening, reading and writing skills.

Commentary

54. The vast majority of children are on course to exceed the expected levels by the end of the Reception year. Teaching is good and sometimes very good. There are well-planned opportunities for children to develop all aspects of this area of learning. As a result, they confidently pick up pencils to write, and most children begin to use their developing knowledge of letter sounds as they read and write. All children are taught how to form letters properly and, as a result, many children write neatly. The children know that at all times they are expected to do their best and they all have very positive attitudes to learning. Reading skills are developed well which results in the children picking up books with great enthusiasm and confidence. Many children begin to sound out simple words correctly as they read and as they write. Lower-attaining children recognise familiar words as they read and use the pictures to help them. They easily identify the main characters in the stories they listen to or read about, in the simple texts they take home. Reading diaries are used as a good home-school link and indicate that parents support the teaching of reading well. The children have many good opportunities to develop speaking skills. The adults value what they say which gives them confidence to speak out in class discussions. Adults have very high expectations regarding listening carefully and, as a result, the children listen attentively at all times.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is consistently good and sometimes very good.
- Activities are planned well and promote the vocabulary associated with this area well.
- The children respond very positively to lessons.

Commentary

55. Most children are on course to exceed the expected levels by the end of the Reception year. As the children work through workbooks that promote numbers up to ten, they accurately and reliably identify missing numbers in number lines and develop basic mathematical vocabulary, such as 'more than' and 'less than' well. Children are developing a good idea of basic addition and subtraction. Teaching is always good and sometimes very good and the teaching assistants support the children effectively during all activities. Most children recognise and name basic shapes, such as triangles, squares, circles and rectangles, that they see around them. Children's previous work shows that they are developing a good idea of how to 'estimate', as they use counters and write numbers up to 20. In addition, they identify coins and correctly count groups of pennies. As they work on mathematical activities, all children work very amicably together, concentrate well and listen attentively to instructions from adults.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Years 2 and 6.
- Pupils achieve well.
- Teaching and learning are good.
- Occasionally, lower-attaining pupils, including those with special educational needs, are given activities that are too difficult for them.

Commentary

56. In Years 2 and 6, standards are above average for reading and writing and speaking and listening. Since the previous inspection, standards have improved in speaking and listening at the end of Year 2 and in English generally at the end of Key Stage 2. All pupils achieve well including those with special educational needs.
57. The quality of teaching is good. In all classes there are good opportunities for pupils to develop speaking and listening skills. Adults value what the pupils say and focus on speaking clearly and listening carefully. As a result, most pupils speak confidently and concentrate well. Pupils generally read with enjoyment and enthusiasm and attempt written activities showing positive attitudes to learning. Teachers provide good opportunities for pupils in literacy lessons to write in many different ways, as they develop their writing skills. For example, pupils in Year 1 confidently spoke about the 'lists' they were writing and easily explained the difference between a list and a sentence. In Years 3 and 4, pupils worked very well together in groups, as they used their developing writing skills to produce posters to persuade children to protect themselves from the sun. All pupils are encouraged to read at home and most pupils keep reading diaries to show the books they have covered. These diaries and the teachers' reading records inform how pupils are doing generally, but they lack comments that identify what pupils need to do to improve. Most teaching assistants support the teachers and the pupils well. However, the quality of support given to pupils with special educational needs is not consistently good. At times teaching assistants are not used effectively for the first part of lessons. When this happens, they sit passively and do not interact with pupils. Sometimes, pupils are given activities that are too difficult for them. This is because, on occasions, assessment information that is collected on all pupils is not used well enough when lessons are planned. As a result, lower-attaining pupils and those with special educational needs are sometimes given activities that are not accurately suited to their needs. When this happens, they have difficulty completing written activities and do not achieve as well as they should do.
58. The arrangements for assessment are satisfactory. All pupils are tested regularly on their development of reading and writing skills. The information collected on pupils clearly shows

how well they are doing. Pupils' targets for learning are, at present, doing little to raise standards, in particular for the lower-attaining pupils and those with special educational needs. Although pupils have targets for literacy, they are not referred to consistently in lessons. Marking is generally satisfactory and the best examples inform the pupils what they need to do to improve. However, reference to pupils' individual targets, including those literacy targets on pupils' individual education plans, is inconsistent. The co-ordinator has not been in post long and so there is too little evidence to make a judgement on her leadership and management of the subject.

Language and literacy across the curriculum

59. There are satisfactory opportunities for pupils to use language and literacy skills as they write in other subjects. For example, pupils in Years 3 and 4 linked their history topic with literacy as they wrote letters from Anne Boleyn to Henry VIII. In science, in all classes, pupils have satisfactory opportunities to write up their investigations. Pupils' previous work showed that, as they studied the Creation of the World in religious education, they wrote letters in relation to saving the environment. Again, in religious education, younger pupils in Years 1 and 2 used their developing writing skills well, as they made books about why they were 'special'.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average in Year 6.
- The pupils are currently achieving well through the school.
- Teaching and learning are good.
- Pupils' work is sometimes too untidy
- The assessment of pupils' work could be more rigorous.

Commentary

60. Standards in Year 2 are average. As with last year, standards in mathematics are not as high as those in reading and writing, because fewer pupils are achieving the higher Level 3 in the subject. However, year-on-year comparisons are difficult because of the small year groups. The pupils currently in Year 2 are not as able as the previous year. The pupils are presently achieving well and working hard as a result of good teaching. However, their progress was more inconsistent earlier in the academic year. In Year 6, standards are above average and the pupils are making good progress. Pupils are leaving the school with higher standards than at the time of the previous inspection and making better progress.
61. Teaching and learning are good overall. During the inspection, some very good teaching was observed. Teachers have good subject knowledge. They use the national strategy for numeracy effectively and pay good attention to the demands and needs of mixed-age classes. Expectations are high and, despite the staff changes that have occurred during the year, the pupils have covered a good range of work. Pupils are enthusiastic about the subject and are consistently engaged in their work, whether undertaking activities independently or in groups. The very good lesson observed during the inspection was in the class containing children in the Reception year and pupils in Years 1 and 2. No time was wasted as the pupils worked confidently on whiteboards as part of their mental mathematics session. There was a good review of previous learning and the pupils knew that they had to stay on their toes, such as the success of the teacher's and classroom assistant's questioning. Opportunities for learning were never lost. Assessment was a key feature of this lesson. Pupils' responses were always evaluated and assessed. Extension activities were also planned and organised to challenge pupils further.
62. Although pupils' work is marked regularly, it varies in consistency and helpfulness. Comments are supportive, but do not often direct pupils to the next stages of learning. On some

occasions, pupils work had not been marked or basic errors had not been identified. This is unsatisfactory. Some of the older pupils do not present their work neatly enough.

63. Because of the recent changes at the school, there is insufficient evidence to judge the leadership and management of the subject. There is a good range of assessment procedures in the subject, but too little is done with the information that the procedures provide. The pupils at the end of Key Stage 2 are provided with subject targets, but they are not written in pupil-friendly language or referred to consistently in teachers' marking.

Mathematics across the curriculum

64. Mathematics is promoted well across other areas of the curriculum. During the inspection, pupils in Years 5 and 6 were observed using mathematics in information and communication technology as part of their work on spreadsheets. Analysis of pupils' previous work in science showed that pupils through the school collect and record data in different forms and undertake measuring activities.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average in Year 6.
- The pupils achieve well through the school.
- Scientific investigations and problem solving are promoted effectively.
- Teaching and learning are good.
- Good use is made of the school's outdoor accommodation.
- Teacher's marking is inconsistent.

Commentary

65. Standards in Year 2 are average. This is a similar picture to the previous inspection. However, the pupils in Year 2 are now making better progress than in 1999. In Year 6, standards are above average and the pupils are achieving well. This is a much better picture than at the time of the previous inspection when standards were lower and progress slower. The quality of teaching and learning ensures pupils achieve well.
66. Science lessons are interesting and exciting. Pupils are provided with many opportunities to undertake scientific investigations and become 'scientists'. In the words of one pupil in Year 6, '*we do loads of experiments*'. Good use is also made of the school's outdoor accommodation, including a 'wild area' with a pond, and allotments where pupils are growing vegetables. In a very good lesson in the Years 3 and 4 class, pupils identified different plants after mature discussions in pairs, about what plants needed to grow. The pace of this lesson was very good, and, within a short period of time, the pupils had learnt a considerable amount inside and outside the classroom.
67. The teachers have a good subject knowledge and lessons are well organised. Explanations are clear, and questioning is challenging and involves all pupils. At the start of lessons, good reviews are undertaken of previous learning. Pupils respond well, particularly with the scientific investigations. They enjoy the challenge of working together and finding answers.
68. The main weakness in teaching is the quality of marking. The best examples, normally found in the lower part of the school, identify ways of improving work and an analysis of what the pupil has achieved. In other parts of the school, work is not marked or is not diagnostic enough. This is unsatisfactory. On some occasions, work has been given a cursory tick, but does not provide pupils with sufficient help. Some of these weaknesses are due to staffing issues, but, overall, more could be done to help and support the pupils. The quality of marking does not reflect the good work being undertaken by the pupils.

69. With the recent staff changes at the school it is too early to judge the effectiveness of the subject co-ordinator's leadership and management. However, she is a good role model in the classroom and has already undertaken in-service training in science subject co-ordination, audited the resources and undertaken a work sample. Assessment procedures are good, but there is insufficient analysis of the information provided.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Standards have improved since the previous inspection.
 - The subject is developing a good profile in the school.
 - Good use is made of the interactive whiteboards in all classrooms by both the teachers and pupils.
 - The headteacher has a good understanding of how to develop the subject further.
70. During the inspection, one lesson was observed, discussions were undertaken with staff and pupils in Year 2 and Year 6 and a small amount of pupils' previous work was analysed. There is insufficient evidence to make an overall judgement on teaching and learning but on the basis of the evidence above, pupils reach the expected standards in both Years 2 and 6. They are making satisfactory progress. This is an improvement on the previous inspection.
71. There has been considerable recent investment in information and communication technology hardware at the school. All classrooms now have interactive whiteboards and a number of computers will be upgraded by the end of the summer term. The use of the interactive whiteboards is a noticeable feature in most lessons. Teachers and pupils use them confidently as an integral part of lesson activities. Pupils are given a number of opportunities to develop their information and communication technology skills and extend their knowledge and understanding of the subject. The subject has not always enjoyed such a high profile. Analysis of pupils' work from earlier in the academic year shows little reference to information and communication technology. To some extent, current staff are playing 'catch-up' with the subject. They are doing this effectively.
72. The new headteacher must take much of the credit for this improvement. He has a good understanding of the subject and a clear view of how it should develop in the school. Although it is too early to make an overall judgement on the leadership and management of the subject, the headteacher is a good role model in the classroom.

Information and communication technology across the curriculum

73. With the interactive whiteboards being used regularly, the school now uses information and communication technology well to support other subjects and many examples were observed during the inspection. Within their work on money, the youngest pupils were observed 'dragging' values to different coins using the computer mouse. In two science lessons, specific programs were used to successfully reinforce learning during the lesson. In Year 6, pupils confidently spoke about using the Internet for research and spreadsheets with mathematics. They also identified that the use of information and communication technology had grown considerably under the new headteacher. He has successfully promoted the subject's growth and use across the curriculum since his arrival.

HUMANITIES

Geography and **history** were not part of the inspection focus. No lessons were observed but discussions were held with pupils in Years 2 and 6 and an analysis of pupils' previous work was undertaken.

74. Pupils in Years 2 and 6 spoke confidently about both subjects. Pupils in Year 2 showed a secure understanding of the concepts of 'past' and 'present' and were able to note similarities and differences between the village that they live in and a seaside resort. The remembered undertaking a traffic survey as part of their work on making the local area safer. In Year 6, pupils were particularly impressive when talking about their work in history and geography suggesting that their knowledge and understanding are better than one would normally expect for pupils of their age. For example, they gave mature and balanced arguments for and against the building of a new library in the local area, and showed good levels of empathy when discussing the fate of evacuees from the Second World War.
75. Although much of the pupils' work in history and geography books through the school is of good quality, some of it is unmarked and this is unsatisfactory.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 1 and 2 are taught well.
- Achievement is good in Years 1 and 2.
- Marking of pupils' work is weak in Key Stage 2 and too often the same activity is given to pupils of different abilities and ages.
- There are still weaknesses in curriculum planning.

Commentary

76. At the end of Year 2, standards are at expected levels. This is similar to those reported in the previous inspection. Pupils speak enthusiastically and accurately about stories they have heard from the Bible, in particular about the time when Jesus was born and when he died. A small group of pupils in Year 2 spoke excitedly about the time they met Reverend Rob in the church and had a 'pretend christening with a doll.' They are beginning to develop a satisfactory idea of how the world is built up of people who have different faiths and speak briefly, but respectfully, about how Muslims and Jews worship. In the one lesson observed, pupils in Years 1 and 2 showed a good understanding of who is 'special' to them and confidently identified 'special features' of other pupils in the class. Literacy skills were promoted well, as pupils developed their own books about why they were special. Teaching in this lesson was judged to be good. The teaching assistant supported the teacher and the pupils well during the lesson; particularly at the beginning. During this time, they played a game which promoted the development of initial sounds as they built up the word 'respect'. Attitudes to learning were positive and the pupils achieved well as a result.
77. No lessons were observed in Key Stage 2, but discussions with the pupils in Year 6 and a scrutiny of the work of pupils in Years 3, 4, 5, and 6 indicate that standards in Key Stage 2 are not as good as they should be. Pupils in Year 6 show limited knowledge and understanding of the topics that they have covered. They are confused and muddled as they try and talk about different world faiths and the Old and New Testament. Pupils spoke of '*not spending much time*' on religious education in the past and that, until recently, Years 3, 4, 5, and 6 had been taught the subject together. The limited amount of pupils' previous work reflects this. In addition, it shows that similar tasks were given to different abilities and ages and teachers' marking was limited. The new headteacher has addressed this issue. In the short time he has been in post, he has given religious education a higher profile in the school. He has altered the teaching arrangements so that Years 3 and 4, and 5 and 6, are taught separately. In addition,

he has recognised the need to develop resources in religious education and extend the range of educational visits in the school to different places of worship. He is clearly aware of the need to monitor the teaching and learning in the subject. Although there were no key issues relating specifically to religious education during the previous inspection, the report did comment on the lack of monitoring of teaching and learning in religious education. This has not been addressed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, music, physical education and design and technology were not part of the inspection focus. Pupils are offered an appropriate curriculum in these subjects.

78. One lesson was seen in **art and design**. In this lesson, pupils worked well, developing their own repeating patterns. Information and communication technology was used well to support the lesson and pupils were seen confidently using the interactive whiteboard to develop their ideas.
79. The outdoor accommodation for **physical education** is very good. There is a substantial playground area and a large field. However, inside, the hall is small and, although there is equipment to climb and balance, space is limited. Educational visits and visitors invited into school, support these subjects well. In addition, all pupils have the opportunity to take part in out-of-school activities, which support physical education particularly well. Opportunities for swimming are very good. All pupils are given the chance, during the year, to swim at the local baths.
80. All pupils have many opportunities to sing in assemblies. Pupils were heard singing tunefully and enthusiastically.
81. Assessment procedures are satisfactory for the subjects in this area of learning. All subjects have a co-ordinator and clear guidelines for teachers to plan have been developed using the national guidance. These enable skills, knowledge and understanding to be taught year-on-year as pupils move through the school. This is an improvement since the previous inspection. Discussions with pupils and analysis of curriculum documents indicate that these plans are being followed accurately.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

There is too little evidence to make an overall judgement on provision for **personal, social and health education**.

82. The programme for personal, social and health education is satisfactory. The teachers plan to identified topics that focus on personal development and relationships, as well as some elements of being a good citizen. Visitors, such as the nurse and local councillors, are invited into school to work with the pupils and there is satisfactory attention given to alcohol and drug misuse. As pupils get older, they take part in a cycling proficiency course, which enables them to keep themselves safe whilst on the roads. In addition, there are links in the science and physical education programme with personal, social and health education, as pupils develop an awareness of the importance of developing a healthy lifestyle.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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