

INSPECTION REPORT

Curridge Primary School
Thatcham

LEA area: West Berkshire

Unique Reference Number: 109811

Headteacher: Mr D Stephenson

Reporting inspector: Jennifer Nicholson
23036

Dates of inspection: 18 – 20 October 1999

Under OFSTED contract number: 706978

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

Type of control: West Berkshire

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Curridge
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Berkshire
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Appropriate authority: Governing body

Name of chair of governors: Mrs L Dick

Date of previous inspection: October 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Jennifer Nicholson, Rgl	Science Geography Religious education	Attainment and progress Teaching Leadership and management
Ann Bennett, Lay Inspector	Under-fives	Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Ann Axon	Mathematics Design and technology Information and communication technology History Equal opportunities	Efficiency Attitudes, behaviour and personal development Spiritual, moral, social and cultural development
David Parfitt	English Art Music Physical education Special educational needs	Curriculum and assessment Staffing, accommodation and learning resources

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REPORT CONTENTS	Paragraph
MAIN FINDINGS	
KEY ISSUES FOR ACTION	
INTRODUCTION	1 - 4
Characteristics of the school	
Key indicators	
PART A: ASPECTS OF THE SCHOOL	
Educational standards achieved by pupils at the school	5 - 24
Attainment and progress	
Attitudes, behaviour and personal development	
Attendance	
Quality of education provided	25 - 59
Teaching	
The curriculum and assessment	
Pupils' spiritual, moral, social and cultural development	
Support, guidance and pupils' welfare	
Partnership with parents and the community	
The management and efficiency of the school	60 - 80
Leadership and management	
Staffing, accommodation and learning resources	
The efficiency of the school	
PART B: CURRICULUM AREAS AND SUBJECTS	
Areas of learning for children under five	81 - 87
English, mathematics and science	88 - 116
Other subjects or courses	117 - 165
PART C: INSPECTION DATA	
Summary of inspection evidence	166
Data and indicators	

MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- This is a welcoming school with a positive ethos.
- Pupils' attitudes to work and their behaviour are good.
- Relationships are very good.
- The school achieves good standards in English and mathematics at both key stages, and in science at Key Stage 2.
- The quality of teaching is good overall.
- The school prepares pupils well for their next stage of education.
- The school makes good provision for pupils with special educational needs.
- Attendance is very good.
- The school provides a good number of trained support staff who are used effectively.
- The school provides well for pupils' moral and social development.
- The school takes good care of its pupils.
- The school promotes partnership with parents very well.
- The governing body is supportive and well informed.

WHERE THE SCHOOL HAS WEAKNESSES

- I. At Key Stage 2, in information technology, standards are lower than they should be and statutory requirements are not fully met.
- II. The cost of major school initiatives is not worked out in sufficient detail.
- III. Spending decisions are not evaluated well enough.
- IV. The headteacher has insufficient time for monitoring teaching and learning.
- V. History and geography do not have subject leaders.
- VI. Private French lessons reduce normal lesson time for some pupils in Key Stage 2.
- VII. Absence rates are not reported in the school prospectus as required.

Strengths outweigh the weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or carers of pupils at the school

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· **HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION**

The school has improved satisfactorily since the last inspection. Standards in the core subjects of English, mathematics and science have improved. They are now above national averages in English and mathematics at the end of both key stages, and in science at the end of Key Stage 2. The good standards in reading across the school have been maintained, but the satisfactory standards in information technology at Key Stage 2 have not been maintained. The key issues from the last inspection have been addressed satisfactorily. Curriculum outlines now ensure that pupils' learning builds up steadily as they move through the school, although daily plans are sometimes too brief. Teachers make better use of information gained from lessons to plan future work. The school continues to work effectively with similar schools in the region through a local federation. The headteacher and governing body promote the school well, contributing effectively to the increase in pupil numbers. A modest start has been made to the monitoring of teaching and learning, but further development in this area is constrained by insufficient management time. The school has worked hard to develop planning for school improvement, particularly with respect to the curriculum, but other important areas are not worked out in sufficient detail. Spending decisions are still not evaluated well enough.

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· **STANDARDS IN SUBJECTS**

This table shows the standards achieved by eleven-year-olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B
			<i>average</i> C
English	A	N/A *	<i>below average</i> D
Mathematics	B	N/A *	<i>well below average</i> E
Science	C	N/A *	

* *The year group in 1998 was too small to make reliable comparisons with similar schools.*

The table shows that, in 1998, the last year for which comparative data are available, standards for eleven-year-olds in English at the end of Key Stage 2 were well above the national average. They were above average in mathematics, and average in science. However, few pupils achieved highly. In national testing in 1999, all pupils gained the expected levels in the three core subjects of English, mathematics and science, with a significant proportion achieving highly in mathematics and science, a marked improvement over the previous year. During the inspection, standards at the end of Key Stage 2 in English, mathematics and science were found to be above expectations. In other subjects, standards were judged to be in line with expectations with the exception of information technology, where they were below expectations.

· **QUALITY OF TEACHING**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Good	Good
Mathematics	Good	Good	Good
Science	N/A	Satisfactory	Good
Information technology	N/A	Good	No lessons observed
Religious education	N/A	No lessons observed	No lessons observed
Other subjects	Satisfactory	Satisfactory	Satisfactory

The quality of teaching is good overall. Almost half the lessons seen across the school were judged at least good. A tenth were very good. No lessons were judged to be unsatisfactory.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. ‘Satisfactory’ means that strengths outweigh any weaknesses

· **OTHER ASPECTS OF THE SCHOOL**

Aspect	Comment
Behaviour	Good: pupils are well behaved both in class and around the school. They are polite, friendly and helpful, and look after each other.
Attendance	Attendance and punctuality are both very good.
Ethos*	Good. The school is committed to raising standards. There is a positive and caring atmosphere and everyone is valued. Pupils’ attitudes to their learning are good. Relationships are very good.
Leadership and management	Good overall. The headteacher and governors have a clear view of the future development of the school and work hard to promote it. The headteacher is keen to look critically at how the school is doing and to improve it further. Management time for the headteacher to monitor teaching and learning is limited. Governors are supportive and keep in close contact with the school.
Curriculum	Satisfactory. The curriculum is broad and balanced for all pupils in Key Stages 1 and 2. Provision for children under five does not cover some aspects of the recommended curriculum well enough during the first half of the term. Planning is satisfactory overall. Assessment procedures are satisfactory.
Pupils with special educational needs	Provision for pupils with special educational needs is good.

Spiritual, moral, social & cultural development	Good overall. Pupils are encouraged effectively to be considerate to others and to make positive contributions to the community.
Staffing, resources and accommodation	Satisfactory. Teachers are suitably qualified and experienced, and there is a good number of trained support staff. There are sufficient resources, except in information technology and religious education. Some of the classrooms and the hall are cramped.
Value for money	Good

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **THE PARENTS' VIEWS OF THE SCHOOL**

What most parents like about the school

VIII. The way the school encourages parents to play an active part in the life of the school, and to express their views.

IX. The staff are committed and readily approachable.

X. The school achieves good standards of work, in reading in particular.

XI. The children are well behaved.

XII. The children like school.

What some parents are not happy about

No significant concerns were raised by parents.

Inspectors agree with the parents' positive comments.

· **KEY ISSUES FOR ACTION**

In order to build on the existing good features of the school and raise standards of attainment, the headteacher, governors and staff should:

- *. In information technology at Key Stage 2:
 - i. raise standards of attainment; (para 117)
 - ii. fulfil statutory requirements; (paras 64,118)

- *. Extend development planning to include:
 - i. costed action plans for main initiatives, for example management, premises and staffing as well as curriculum; (paras 65,74,75)
 - ii. procedures to enable spending decisions to be evaluated; (74,75)

- *. Continue to develop a programme for monitoring teaching and learning. (para 62)

In addition to the key issues, the following points should be considered for inclusion in the action plan:

- Improve subject management for geography and history; (paras 144,151)
- Review arrangements for private French lessons; (paras 40, 64)
- Include pupil absence rates in the school prospectus. (para 64)

INTRODUCTION

- Characteristics of the school

1. Curridge Primary School is a small rural school set in pleasant woodlands on the outskirts of a village to the north-east of Newbury. The school serves the village, and pupils also come from the nearby School of Military Survey at Hermitage, with which the school enjoys a long-standing connection. Some pupils come from further afield. The governors' admissions policy admits children at the beginning of the term in which they will be five. Almost all children have nursery education before entering the school. The pupils come from a variety of social and economic backgrounds, and almost all have one or both parents in employment. At the time of the last inspection there were 83 pupils in the school. Currently, 101 pupils, aged from four to eleven years, attend the school. There are 55 boys and 46 girls. There are five children of non-statutory school age. There is little ethnic diversity, and almost all pupils come from homes where English is the first language. No pupils are eligible for free school meals, well below average. Seventeen per cent of pupils are on the school's register of special educational needs, broadly in line with the national average. No pupil has a Statement of Special Educational Need. Most children enter the school with about average attainment, and some are articulate. Attainment varies from year to year.
2. Curridge Primary School aims to create a stimulating, friendly and safe environment where pupils are able to develop their skills and appreciate the ever-changing world in which they live; to have an understanding of others and foster an ability to question and seek explanation. In the school's mission statement, governors and staff affirm their commitment to the highest standards of education and strong parental partnership.
3. Priorities for school improvement include: reviewing the effectiveness of the school's implementation of the National Literacy Strategy, implementing the National Numeracy Strategy, further development of work on assessment; developing of information technology across the curriculum. The school's academic targets were exceeded in national testing in 1999. Targets reflect individual cohorts and the school's high expectations for its pupils' achievements. Targets include learning goals for information technology and for personal and social development.
4. The school values the commitment and enthusiastic assistance of the parents who work hard to support their children's learning, and to provide substantial funds. The school appreciates the valuable support of the village community and the army camp. In addition, it values the beneficial links with neighbouring villages, and with the local federation of small schools. The school is proud to take its place within the local community.

KEY INDICATORS

4. Attainment at Key Stage 1*

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	14	4	18

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	14	14
	Girls	3	4	4
	Total	16	18	18
Percentage at NC Level 2 or above	School	89 (100)	100 (100)	100 (100)
	National	(80)	(81)	(84)

4. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	14	14
	Girls	3	4	4
	Total	16	18	18
Percentage at NC Level 2 or above	School	89 (100)	100 (100)	100 (100)
	National	(81)	(85)	(86)

1* Percentages in parentheses refer to the year before the latest reporting year.

Attainment at Key Stage 2*

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	7	7	14

National Curriculum Test Results

		English	Mathematics	Science
Number of pupils	Boys	7	7	7
at NC Level 4 or	Girls	7	7	7
above	Total	14	14	14
Percentage at NC	School	100 (100)	100 (88)	100 (88)
Level 4 or above	National	(65)	(59)	(69)

Teacher Assessments

		English	Mathematics	Science
Number of pupils	Boys	7	7	7
at NC Level 4 or	Girls	7	7	7
above	Total	14	14	14
Percentage at NC	School	100 (88)	100 (100)	100 (100)
Level 4 or above	National	(65)	(65)	(72)

1 * Percentages in parentheses refer to the year before the latest reporting year.

2 Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised Absence	School National comparative data	3.8 5.7
	Unauthorised Absence	School National comparative data	0.1 0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	9
	Satisfactory or better	100
	Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

The numbers of pupils taking tests each year are small in this school. Each pupil has a significant impact on the data.

1. In 1998, at Key Stage 1, National Curriculum tests and teachers' assessments showed that standards of attainment in reading, writing, mathematics and science were well above national averages. The scores were higher in reading and mathematics than in writing and science. The results were above the average for similar schools. The provisional results for 1999 are similarly high.

2. Test results and teachers' assessments at the end of Key Stage 2 in 1998 show that standards in English were well above average, in mathematics above average, and in science average. No pupils achieved highly in mathematics and science. The year group in 1998 was too small to make reliable statistical comparisons with similar schools. The 1999 test results were higher than in 1998.

3. Over the last three years for which data is available, results at both key stages are generally above national averages in English, mathematics and science. Variations in results from one year to another are to be expected when the number of pupils

taking the tests is small.

4. Since the last inspection, standards have improved in English and mathematics at both key stages, and in science at Key Stage 2, but standards in information technology at Key Stage 2 are lower. The high standards in reading identified in the previous inspection have been maintained. Standards in other subjects have changed little since the last inspection.
5. The attainment of most children on starting school is average. Some are articulate. By the time these children are five, they are likely to achieve the desired outcomes in all areas of learning that are provided for. Provision for knowledge and understanding of the world is limited during the first half of the first term. Children make at least satisfactory progress in the areas of learning. They make good progress in personal and social development, and aspects of mathematics, physical development and creative development. Children are making a good start to statutory education.
1. Inspection evidence confirms that by the end of both key stages, standards in English and mathematics are above average. Standards in science are in line with expectations at the end of Key Stage 1, and above at the end of Key Stage 2. There was no observable difference between the performance of boys and girls.
2. Standards in speaking and listening are good at Key Stage 1 and very good at Key Stage 2. Pupils in Year 2 listen carefully in discussions and answer questions confidently. In Year 6, many pupils vary expression and vocabulary and argue a case convincingly. Standards in reading are good at both key stages. Pupils in Year 2 use their knowledge of the alphabet to find information. In Year 6, they read competently and express opinions about characterisation and plot. Standards in writing are also good at both key stages. Pupils in Year 2 write stories and poems, many using capital letters and full stops correctly. In Year 6, pupils write for a wide range of purposes. The introduction of the National Literacy Strategy has been effective in raising standards at Key Stage 2. Pupils make good use of their literacy skills across the curriculum.
1. In mathematics, Year 2 pupils are competent in adding and subtracting numbers to 20 and beyond. They measure length and weight accurately using non-standard units.

Pupils in Year 6 recognise, order and add negative numbers. Some pupils add and subtract numbers to two decimal places. The National Numeracy Strategy has a positive effect on numeracy across the curriculum. Pupils apply measuring skills in a range of practical activities and make good use of data-handling skills.

2. In science, Year 2 pupils observe changes in ice left under different conditions and record their findings on a simple class graph. Pupils in Year 6 know that gravity pushes down and that weight is due to gravity.
3. Standards in information technology are below expectations by the end of Key Stage 2, although they meet expectations in Key Stage 1. Standards of attainment in religious education meet the expectations of the locally agreed syllabus by the end of both key stages. Standards in other subjects meet expectations.
4. Progress in English and mathematics is good in both key stages, and in science in Key Stage 2. In other subjects, progress is satisfactory, with the exception of physical education where it is good across the age range, and information technology in Key Stage 2 where it is unsatisfactory. In relation to prior attainment, pupils make good progress overall from average levels of attainment on entry to above average levels in the core subjects when they leave. The rate of progress through the school is steady. Group teaching sessions at the end of Key Stage 2 are effective in promoting higher attainment.
5. As a result of good teaching and support, pupils with special educational needs in all year groups make good progress, particularly in literacy and numeracy. In other subjects they make progress in line with their peers.
6. Progress is promoted well by high expectations for pupils' learning, as in a measuring activity with younger pupils or in English in Year 6. Teachers' confident subject knowledge and enthusiasm are clearly effective in encouraging pupils to progress well, as in physical education and in singing with the youngest pupils. Class teaching is often used to good effect to consolidate learning and make new gains explicit. In general, pupils progress well when they build effectively on prior learning.

Attitudes, behaviour and personal development

7. The personal and social development of children under the age of five is good. They have good attitudes towards their learning and can sustain concentration well. They settle readily to tasks. They are consistently well behaved and play companionably together.
8. Throughout the school pupils have good attitudes towards learning. The majority of pupils can concentrate over an extended period. They listen attentively and respond quickly to teachers' questions. They are keen to join in discussions. They enjoy working together, and sharing their ideas to good effect, for example in writing. However, there are few examples of pupils organising their own tasks and working independently. Boys and girls work happily in mixed groups. Pupils with special educational needs have equally good attitudes to learning as their peers. Parents confirm that their children like coming to school
9. Pupils behave well in the classroom and around the school. They are polite, friendly and helpful to each other. They relate very well to each other and adults. At break time and lunchtimes, the older ones play well with younger ones. They are very caring towards each other and help each other if they are hurt. Boys and girls tend to play in gender groups, but neither dominates the playground. Parents are happy with the quality of behaviour and the ethos of the school. Parents and pupils feel the school is a happy place.
10. Pupils' personal development is good. They take responsibility when it is offered. For example, the school reports that at the presentation for parents and relatives at Christmas 1998, they took responsibility for the musical accompaniment for Macbeth. They work with pupils from other schools in the locality, for example competing with other schools on sports days. There is good pupil participation in assemblies. Pupils present the assemblies on Fridays and regularly play recorders to accompany the hymns. Pupils contribute appropriately to the life of the local community, for example with harvest parcels for the elderly.
11. The good standards identified in this area at the time of the last inspection are maintained well.

22. Attendance

12. Attendance is very good, at a level achieved by only a fifth of primary schools nationally. There are very few unauthorised absences. Pupils arrive punctually at school each day.
13. Findings for attendance and punctuality broadly reflect those at the time of the last inspection.

24. QUALITY OF EDUCATION PROVIDED

24. Teaching

14. Children under five are taught in the first class with younger Year 1 pupils. They are supported well by a fulltime teaching assistant, who teaches them as a small group in activity time. Pupils of statutory age are taught in mixed age classes in both key stages.
15. The quality of teaching is good. In 47 per cent of lessons seen, teaching was good or very good. These lessons occur across the school, mainly in English, mathematics and science, and impact clearly on standards. Approximately one tenth of lessons seen were very good. The best lessons are characterised by: confident subject knowledge, good organisation and a brisk pace; learning objectives that are shared with pupils, and progress explained to pupils. No lessons were unsatisfactory. The quality of teaching for children under the age of five is satisfactory overall.
16. Teachers' subject knowledge is good. Through confident explanations and relevant questions, teachers show secure subject knowledge across the full range of subjects, with the exception of information technology, where there is some insecurity at Key Stage 2. Staff working with children under the age of five have a good understanding of how young children learn, and place a proper emphasis on practical activities.
17. Teachers have high expectations of pupils' learning and often set challenging tasks, for example in writing in Years 5 and 6, and in mathematics in Years 1 and 2. Questions often draw out pupils' ideas effectively and move their thinking on, for example in science about conditions for melting ice cubes. Teachers effectively reinforce and extend prior knowledge, as in science in Years 5 and 6. Work is appropriately matched to pupils' differing abilities, including those with special educational needs, to motivate and stimulate their learning. On occasion, however, opportunities are missed for pupils to talk about their work and draw their own conclusions. Evidence from work samples across the school indicates that teachers have a consistent expectation that work will be presented well.
18. Daily planning is satisfactory, and is supported by subject and topic guidelines. A common weekly format indicates a useful overview of objectives and activities for each subject. Suitable procedures are now in place for enable teachers to make better use of information gained from lessons when planning future work. However, the quality of daily lesson plans is not consistent. They are sometimes too brief, and do not identify assessment opportunities. Better lesson plans state clearly what pupils are intended to learn, and include details of the learning support assistants' roles.
19. Teachers use a wide variety of appropriate teaching methods. Explanations and instructions are generally clear and questioning is effective in moving pupils' thinking forward or recalling prior learning. Plenary sessions are used to good effect as teachers reinforce pupils' learning through questioning and discussion. Lessons are well organised with opportunities for pupils to work in groups as in practical work in science, or in pairs as in a dance lesson, as well as individually or as a whole class.

Pupils with special educational needs and children under the age of five are supported well by learning support assistants.

20. Teachers assess work in progress appropriately. They check understanding through appropriate questions, by intervention during activity times, and by individual support, especially for pupils with special educational needs. They evaluate pupils' responses and as a result sometimes amend their plans, as for example in a geography session. Marking is positive and encouraging; it is often constructive, and reflects the policy in identifying points for improvement. Careful and thorough observation notes of the responses of children under the age of five provide an effective record of their progress and inform their next learning steps. They also provide useful points of contact between the teacher and teaching assistant who work with these children.
21. Teachers' relationships with pupils are very good. They manage them well, and promote high standards of behaviour in a positive, caring and effective way. Firm management is successful in diverting potentially inappropriate behaviour, and pupils work productively. The youngest children are supported sympathetically, and as a result settle well.
22. Time and resources are used suitably overall. Lessons start on time and usually proceed at an appropriate pace, but on occasion the pace becomes slow, and pupils' attention starts to wander. Support staff are used to good effect in Key Stage 1, and in Years 3 and 4, but older pupils in Years 5 and 6 do not receive the same level of daily support. Although children under the age of five are supported well by a learning assistant, they do not have enough time with the teacher during group activity times.
23. Homework is good. It consists of a variety of interesting tasks to support learning in the classroom, including interesting research topics for older pupils. It develops suitably as pupils progress through the school. It reflects the school's policy, arrived at through consultation with parents. It consequently has their support as they showed at the pre-inspection meeting.
24. Since the last inspection, the school has worked hard to develop planning. Subject outlines support pupils' learning as they move through the school and there are suitable procedures in place to use information gained in lessons to guide future planning. Class control has improved as teachers now consistently demonstrate firm, but positive behaviour management. The content of most lessons continues to be stimulating with clear expectations. The quality of teaching, judged 'sound' in the last inspection, is now good.

35. **The curriculum and assessment**

25. The curriculum is appropriately broad and balanced except in information technology. It has a positive impact on pupils' academic, social and physical development, particularly in English, mathematics and science. Statutory requirements are met in the teaching of the National Curriculum at Key Stages 1 and 2, with the exception of information technology at Key Stage 2. Religious education conforms to the requirements of the locally agreed syllabus. There is an appropriate policy for sex education and this topic, together with teaching about the dangers of the misuse of drugs, is covered mainly in science and personal, social and health education lessons. The time given at both key stages to the teaching of English, mathematics and science, approximately half of the curriculum time, has a beneficial effect on standards of attainment and progress in these subjects. The amount of time given to other subjects is broadly in line with that allocated in most schools nationally. Information technology to support learning is not used sufficiently well in most subjects. Parents appear pleased with the range and content of the curriculum.
26. The curriculum for children under five follows recommended guidelines. However, during the first half of the term, when the children attend for morning sessions only, some aspects of knowledge and understanding of the world are not covered sufficiently well. In addition, planning does not adequately reflect the criteria of each area of learning.
27. Teachers' long and mid term planning is detailed and thorough and is derived independently for each class from a school curriculum plan. This is an improvement since the last inspection, when the lack of procedures for ensuring continuity and progression between classes and key stages was identified as a key issue. Planning follows closely the National Strategies for literacy and numeracy. The school makes good use of these strategies, to develop existing good practice, particularly in English. For most other subjects there are satisfactory schemes of work from which teachers plan lessons in which pupils have the opportunity to make continuous progress as they move through the school. However, teachers' planning for individual lessons is inconsistent across the school and the curriculum. What it is intended that pupils should learn in a particular lesson is not always clear, and activities seen as appropriate for pupils of different attainment are not always clearly defined.
28. Teachers ensure that pupils with special educational needs receive good support from the classroom assistants, particularly in literacy and numeracy lessons. Curriculum requirements for those pupils with individual education plans are met well.
29. There is generally equality of access to the curriculum and the daily act of collective worship for all pupils, although on occasion a few pupils are withdrawn from assembly for learning support or music practice. In addition at Key Stage 2, some pupils miss a small proportion of their curriculum entitlement because of private French lessons which are offered during one lunchtime. All pupils have equal access to educational and extra-curricular visits.
30. A satisfactory range of activities takes place outside of school time, for example competitive team games and recorder groups. These are effective in enriching the music curriculum and promoting good sporting attitudes for the quarter of the pupils in

the school who take part.

31. Provision of homework is good. Pupils are expected to read at home from soon after they begin in the Reception class. Homework is extended as they move through the school to include practice in literacy and numeracy skills in other areas of the curriculum. Visits and visitors to school make a good contribution to the enrichment of topic learning as, for example, through the visit of a fire and rescue crew with their vehicle during a project about people in the community who help.
32. Procedures for assessing pupils' attainment are satisfactory. Statutory requirements are met. The school conducts a wide range of tests in English and mathematics, including the voluntary attainment tests from Year 3 onwards. Teachers complete weekly evaluation sheets. Data from these tests, sheets and progress records are used appropriately to help staff plan work that is matched to the needs of the pupils. The school analyses the results of the statutory National Curriculum tests and the outcomes are used appropriately to set targets for improvement. This has resulted, for example, in an improvement in the number of pupils in Year 6 attaining the higher Level 5 in English in 1999. In national testing in 1998, there were several discrepancies between teacher assessments and test results, suggesting the need for more accurate moderation procedures. In other subjects teachers keep their own records of pupils' learning and progress. Satisfactory use is made of these records to inform the written report to parents. There are initiatives, currently included in the school development plan, to introduce a common school record keeping strategy for all subjects. The assessment of the developing skills of pupils with special educational needs is good, which effectively informs planning and adjustments to individual education plans. The assessment of children under the age of five is good, with regular and thorough observations that record how they are settling into school life, and the progress they are making. These effectively supplement information gained from baseline assessments.
33. There is a clear marking policy that links marking to assessment and progress. The quality of marking is satisfactory and there are significant examples in the Years 5 and 6 where it is well designed to help pupils improve. Reading diaries are used appropriately as a useful link with parents to measure and record progress over time.
34. Curriculum planning has improved since the last inspection.
45. **Pupils' spiritual, moral, social and cultural development**
35. The school provides a good range of opportunities for pupils' spiritual, moral, social and cultural development. The teachers and other adults are good role models and this encourages pupils to behave well, to learn self-discipline, and to be aware of the need to have high standards of behaviour. The school creates an atmosphere that is purposeful, where pupils are valued.
36. Provision for spiritual development is satisfactory. The school's aims are to instil respect for religious and moral values and tolerance of other races, religions and ways of life. There are regular school assemblies, in which pupils are encouraged to be still

and to reflect about what they have heard. There are also examples in classes when teachers effectively foster a sense of wonder, as in a religious education lesson when younger pupils were introduced to the Qu'oran. They were enchanted when the teacher washed her hands in preparation for reading the special, precious book. Similarly when observing ice, pupils were amazed at the effect of different conditions on the rate of melting.

37. The school's arrangements for the daily act of collective worship broadly comply with requirements, although there are instances when small numbers of pupils are engaged in other activities, including learning support, undermining the significance of collective worship in the life of the school.
38. Provision for pupils' moral development is good. The school's ethos is one of consideration for others as part of a community. The home/school agreement encourages pupils to be fair to others and the behaviour policy aims to develop an awareness of the needs and feelings of others. The school teaches pupils to respect other people's rights, abilities and beliefs. As a result, pupils learn to recognise that respect of others and their beliefs is fundamental to the happiness of the community. They are encouraged to relate positively and have a caring attitude to each other. In "circle time" pupils are encouraged to consider right and wrong, and in religious education lessons they study moral stories. A drama group comes into the school to address issues such as bullying. The school deals with moral issues as they occur. Team points are given for positive behaviour and parents are informed when pupils behave particularly well. An effective system of rewards and sanctions is in place and the school's behaviour policy contributes well to the high standards.
39. Provision for pupils' social development is good. The school is a friendly place and emphasises caring values. Pupils are encouraged to make a positive contribution towards society, for example by raising funds for several charities, and through this they develop a good understanding of citizenship. There are several opportunities for pupils to take responsibility in the school. Year 5 and 6 pupils are appointed as house captains. They are good role models and are selected for their capacity to behave responsibly, have good attitudes to work, care and commitment. Educational visits provide pupils with challenging and character-building experiences. The school makes good use of its links with a local federation of similar schools to provide a residential experience for older pupils. Here they experience a variety of activities and learn to work together with pupils from other schools.
40. Provision for pupils' cultural development is satisfactory. Work is done to increase pupils' knowledge of the society in which they live, including its cultural traditions and values. A key element of the scheme of work for religious education is exploring beliefs. Pupils learn to recognise that society is a mixture of cultures, and at the same time they celebrate their own culture. In history they study other cultures in the past. The school provides for visits to museums, a Victorian school room, the local theatre and a Tudor manor. Travelling theatre groups are invited into the school to perform for the pupils, and a poet in residence and storyteller visit the school.
41. Findings in this area broadly reflect those of the previous inspection.

52. Support, guidance and pupils' welfare

42. Procedures for monitoring pupils' progress and personal development are satisfactory overall. Teachers keep records of pupils' academic development, and learning support assistants keep good notes of the pupils they support throughout the week. Personal development is fostered appropriately but in an informal way, supported by the staff's good knowledge of the pupils. These procedures contribute effectively to the standards achieved, in the core subjects in particular, but records do not focus sufficiently on encouraging pupils' independent learning. Pupils with special educational needs are supported well in the school and from external agencies. Parents are regularly and frequently kept informed of their children's progress and a very good informal liaison system is in place between the school and parents of these pupils. Procedures for monitoring and promoting good attendance are good. Parents are fully aware of these procedures and support them well.
43. Teachers promote good behaviour well, with a positive emphasis. The revised behaviour policy has been shared appropriately with parents, but its tone does not accurately reflect the positive aspects of behaviour management, and the way praise is used effectively in the classroom. The dining hall is well organised at lunchtimes and these are sociable occasions when conduct is good. There is a satisfactory understanding of child protection matters, and appropriate checks take place for volunteer helpers in school.
44. There are satisfactory arrangements to treat pupils who are injured or unwell at school, although the space available is very restricted. One of the learning support assistants is a qualified first aider. Although governors make regular visits to the school to make safety and security checks, these are not recorded clearly enough. Adults in the school are aware of safety issues, and give appropriate reminders to pupils at work and at play. Overall, the school takes good care of its pupils, as was the case at the time of the last inspection.

55. Partnership with parents and the community

45. Parents are very supportive of the school. They appreciate its work and feel encouraged to participate in their children's education. This is a strength of the school. The quality of information received by the parents is good overall. Parents are consulted regularly, and informed about events and initiatives. Teachers and a governor contributed from their experience at a recent well attended information evening about the National Numeracy Strategy. Parents are given ideas and encouraged to use time, both after school and in the summer holidays, for supportive activities outside school. As a result of useful discussion, parents support the school's homework policy well. Information about what is being taught each term is mostly very good and generally clearly laid out. There are frequent liaison meetings with parents of pupils with special educational needs to discuss progress and future learning targets.
46. Teachers write good, well presented annual reports on pupils' progress. They frequently encourage parents to become involved in helping their children and thank those who do. However, few reports give clear guidance on specific areas for improvement. The most constructive comments relate to pupils who are under-achieving. Pupils usefully write their own targets for improvement separately.

47. The school is valued within the village. It achieves its aim to contribute to the local community, for example through involvement in harvest collections, and inter-school sporting events and quizzes. The school has close links with the local army base and the church. It makes good curriculum use of visitors, such as the fire fighters.

48. Partnership with parents has strengthened and developed well since the last inspection.

59. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

59. **Leadership and management**

49. The leadership and management of the school are good overall. The headteacher and governing body have a clear view of the future development of the school and are fully committed to raising standards. The headteacher provides positive leadership and has successfully established a climate for self-evaluation and improvement. He is fully supportive of staff. Curriculum leaders manage subject responsibilities satisfactorily overall, although history and geography are not currently supported.

50. The governing body is suitably organised to enable it to fulfil its responsibilities effectively. Governors are committed, well informed and fully supportive. They are actively involved in the life of the school through visits and by observing lessons. They monitor curriculum developments such as the implementation of the National Strategies for Literacy and Numeracy. They are involved with target setting and look critically at the school's results. They are keen for each pupil to develop in his or her own special way. Governors are clearly proud of their school and work hard to promote it within the locality. They fulfil their statutory duties well.

51. Support and monitoring of teaching and learning, and curriculum development, are satisfactory. The headteacher is fully involved with classroom life as he teaches for three days each week. He is familiar with the other classes through regular informal visits. He has made a useful start to monitoring teaching and learning in a more formal way, but his management time remains limited, a key issue raised at the last inspection. A modest start has also been made for curriculum co-ordinators to observe and evaluate subjects in the classrooms. Governors monitor curriculum provision in an informal way through lesson observations. The impact of this work is limited by the lack of a systematic monitoring programme to co-ordinate and use the information gained to best effect, a further key issue identified previously.

52. Governors are suitably involved with supporting pupils with special educational needs. The headteacher, in consultation with governors, has established a comprehensive policy, which clearly indicates roles, responsibilities, procedures and support, and contains good guidelines for action. Requirements of the Code of Practice are met, although formal procedures are not fully in place as there is a new co-ordinator, who is becoming familiar with the role.

53. Statutory requirements are met, with the exceptions of information technology at Key Stage 2, and pupil absence rates, which are not reported in the prospectus as required. The school offers private French lessons during one lunchtime, which over-run into afternoon lesson time for some older pupils. This reduces the curriculum entitlement

for these pupils and contravenes the school's charging policy.

54. Planning for school development is satisfactory. Staff and governors are properly involved with identifying priorities and plans look forward beyond the current year. Previous priorities are appropriately evaluated. Curriculum priorities are supported by useful action plans, which now include costings and success criteria, although some of these are too general. Important initiatives in other important areas of school development, such as management, premises and staffing, are not supported by relevant costed action plans. The progress of development of priorities is monitored and evaluated, but in an informal way.
55. The school's mission statement is fully met, especially with regard to the school's recognition of the value of strong parental partnership. The school's aims effectively permeate the work of the school. There is a positive ethos. The school is a welcoming, friendly and caring place where everyone and their contributions are valued. The ethos reflects the trusting relationship with parents in the education of the children. Commitment to pupils' well-being and the furthering of their individual and unique development are central to the work of the school. There is an effective learning environment and a calm purposeful working atmosphere. Relationships are very good. The school promotes equality of opportunity effectively in its aims and well in its ethos.
56. The school has made satisfactory improvement since the last inspection. Standards in the core subjects of English, mathematics and science have improved. Standards in English and mathematics at both key stages, and science at Key Stage 2, are now above national expectations. The good standards in reading across the school have been maintained, but standards in information technology at Key Stage 2 have declined. The previous key issues have been addressed satisfactorily. Curriculum outlines now ensure appropriate progression in subjects as pupils move through the school, although daily plans do not always provide sufficient information to support individual lessons well. Satisfactory procedures are now in place for teachers to make better use of information gained in lessons to guide future planning. The school continues to work effectively with other schools through the local federation. The governing body has been successful in promoting the school as evidenced by the increase in pupil numbers. A modest start has been made to the monitoring of teaching and learning, but further development is constrained by the lack of a structured monitoring programme and by limited management time. The school has worked hard to develop planning for school improvement, particularly with respect to curriculum priorities. However, other important areas of school planning lack detailed action plans including relevant costings, and there are still no clear procedures for evaluating the effectiveness of spending decisions.
57. The commitment and dedication of the headteacher, the diligence of the staff, and active support of the governing body lead to the judgement that the school's capacity for improvement is satisfactory.
68. **Staffing, accommodation and learning resources**
58. The school has sufficient, suitably qualified and experienced teachers to teach the National Curriculum and religious education. Their knowledge and understanding is good in most subjects except information technology, where their confidence and

expertise are less secure. There is an appropriately organised programme of in-service training closely matched to the initiatives identified in the school development plan. This has enabled the school to implement well the National Literacy Strategy and make good progress in the development of the National Numeracy Strategy. Appraisal of teachers' performance has been delayed, awaiting changes in government policy. The school provides an effective system of support for newly-qualified teachers and also takes advantage of the provision offered by the local education authority. Teachers new to the school are supported effectively by an informative handbook. In addition they are given useful opportunities before they take up their posts to familiarise themselves with the attainment, progress, and planning for the pupils who will be in their care.

59. There is a good number of well qualified learning support assistants who make an effective contribution in support of the lower attainers and those pupils with special educational needs. There are sufficient lunchtime supervisors who are effective in maintaining the pleasant and positive good behaviour of the pupils. The caretaking staff achieve a high standard of cleaning.
60. Members of the governors' premises committee take their responsibilities very seriously and ensure that the accommodation remains well maintained. The adequacy of the accommodation for the effective delivery of the curriculum, overall, is satisfactory. However, two of the classrooms and the hall are cramped. Space for working with small groups of pupils is very limited. There is no field on site, nor a secure outdoor play area for children under five. The courtyard has not been developed effectively as a space for pupils to use. A wooded area that is very convenient for the enrichment of environmental studies surrounds the school. The library is adequate to house a satisfactory range of books and provide limited space and facilities for private study. Stimulating displays of topic information and good examples of pupils' past work enhance the learning environment. Pupils have full access to the school building and the outside areas.
61. Provision of learning resources is satisfactory in most subjects except information technology, where there is an insufficient number of computers and matching software to support learning adequately. Provision of artefacts for religious education is poor. The school has provided well for the National Literacy Strategy. There are appropriate opportunities for visits to places of educational interest. Visitors to school support work in lessons. The library contains sufficient up-to-date non-fiction books suitable for the age range. There is an adequate number of books that contain information about other cultures. Each classroom has a satisfactory collection of fiction and reading scheme books.
62. These findings are broadly similar to those at the time of the last inspection, except that the provision of computers was then judged to be adequate.

73. **The efficiency of the school**

63. The Governors' finance committee receives financial reports and satisfactorily monitors budget spending. However, procedures are not yet in place to enable governors to evaluate the effectiveness of spending decisions, a key issue identified at the last

inspection. For example in the last year, three groups of Key Stage 2 pupils have benefited from working with a support teacher for literacy once a week, but their academic progress has not yet been evaluated against the extra cost of employing the staff. The current school development plan does not identify costs for such curriculum-based initiatives.

64. Other priorities for development, in premises, staffing and management and administration, are not clearly developed into action plans and costed. Governors are not supplied with all the facts to help them make decisions of principle. For example, the long-term plan to reduce the headteacher's teaching load is not accompanied by the appropriate costs, and this hinders governors both in their decision-making and in their eventual evaluation of the success of innovations, against the cost to the school. As a result, financial planning is only satisfactory.
65. The teaching staff are effectively deployed. The use of additional teaching time to support literacy by targeting separately pupils of high ability and those with special educational need, is raising standards of attainment. However, the high teaching load of the headteacher (four days last year and three this year) limits his ability to perform his management role. Funding for pupils with special educational needs is used effectively. The learning support assistants are well deployed within classrooms although they do not support all classes. They are effective in supporting learning in the classrooms.
66. With the number currently on roll, and one class of over 30 pupils, the school buildings are full, and all available spaces well used. The small courtyard, a potential play area for the under fives is, however, underused. There are enough resources to support learning, with the exception of information technology, and they are effectively used.
67. Financial control and routine administration are satisfactory, but the inventory has not been checked since April 1997. The most recent audit report was satisfactory, and the school has acted upon its one recommendation.
68. Since the last inspection, action plans for curriculum priorities have been suitably costed, but there remains a lack of procedures for evaluating the cost-effectiveness of spending decisions.
69. The upward trend of results and the good quality of education provided mean that in spite of the high unit cost, the school provides good value for money in the education of its pupils.

80. **PART B: CURRICULUM AREAS AND SUBJECTS**

80. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

70. Children under the age of five work in a class with young Year 1 pupils. At present there are five children of non-statutory age who form about one third of the class. At the time of the inspection they were attending for mornings only, as part of the induction process. After the half term attendance is full time. A teacher and a trained learning support assistant, who fulfils an effective and sympathetic role in helping these children settle into school, teach these children. Almost all children attend nursery or pre-school groups before coming to school. When they enter the school, most children attain in line with expectations. Some are articulate. They are on course to achieve the desirable learning outcomes in all areas of learning and are making at least satisfactory progress. They are likely to exceed the desired outcomes in personal and social development and aspects of mathematics, physical development and creative development; in these areas of their work they are making good progress. Provision for the under-fives was not reported as a separate paragraph in the previous inspection report.

71. **Personal development** is good. Children's attitudes to learning are good. They concentrate well, for example when counting. They settle to tasks and become absorbed. They are sensible, mature and polite, and are consistently well behaved. They play together companionably, and co-operate well, as when making a long chain together. They are happy to play by themselves, for example with the water. They wash their hands and take shoes on and off appropriately. Teaching in this area of learning is good, with timely reminders about kindness and taking turns, and good use of praise and encouragement. Personal and social development criteria, however, are not identified clearly enough in planning.

72. Standards are appropriate and progress satisfactory in **language and literacy**. Children listen attentively and are generally willing to express their ideas. They talk about what they are doing, and are confident to stand before the whole class and share news. Children enjoy books and handle them with care. They know that print carries meaning, and talk appropriately about the pictures. They know many sounds and recognise their names. Some children are beginning to use their knowledge of initial sounds to read simple words. In shared reading, they try hard to read along with the teacher. In writing, they make reasonable attempts at writing their names, and occasionally make letter-like shapes in self-chosen activities. Teaching in this area of learning is satisfactory, with a thorough approach to teaching sounds and sharing books, and patient encouragement of talk and widening vocabulary. Appropriate provision is made for role-play. Although the learning assistant appropriately writes what children want to say about the pictures they have drawn, opportunities for independent mark-making are limited.

73. Standards are appropriate and progress satisfactory in **mathematics**. Children count well. They make good progress in this aspect. Almost all can count confidently and accurately to 15 and beyond. They make reasonable attempts at writing numbers, and match objects such as small dinosaurs to numbers. They begin to use the language of comparison saying, for example, that they are taller than the next child in an ordered

line. They match objects to pictures and sort plastic items such as fruit. They explore different shapes of fruit when printing. Teaching in this area of learning is good, although opportunities are missed for children to begin to solve problems, or add and subtract numbers in practical everyday situations. Expectations are high with respect to counting, which is reinforced effectively by useful strategies. Stimulating directed activities, such as measuring, motivate children effectively to continue their learning in self-chosen activities.

74. Standards are appropriate and progress satisfactory in **knowledge and understanding of the world** in aspects seen. Children talk informally about their families. They observe how ingredients change when making jelly. They are very interested in the visit by the fire fighters and the fire engine and are motivated well to extend the experience in their free play. They explore water appropriately with funnels and tubes. They make small jointed scarecrows, but the design is too prescribed. They are aware of the use of information technology in the library and with support can find books about fire fighters. Teaching in this area of learning is satisfactory. Links with the community are promoted well, as in the visit by the fire brigade, and reinforced effectively in the classroom. Sometimes opportunities are missed to draw out and develop children's ideas, or to elicit their curiosity. Historical and scientific aspects of this area of learning are not promoted sufficiently well during the first half of the term.
- 85.
86. Standards are at least appropriate and progress satisfactory in **physical development**. Children have well developed hand and finger control as demonstrated by the way they fix small chain links together or connect a narrow tube to a funnel. They use pencils, crayons and brushes correctly, and squeeze, flatten and pull salt dough to make cakes and sandwiches. They move confidently about the classroom and in a hall session they stretch up tall and creep stealthily as through the night. They balance carefully along a chain, sometimes with support. Outside in the adventure play area they balance steadily, walking sideways up a sloping log or along suspended chains. Teaching in this area of learning is satisfactory. Children's use of paintbrushes improves with patient instruction, and large body movements in dance become more refined with appropriate opportunities for practice. Challenging outdoor equipment promotes children's natural sense of exploration and adventure well, but opportunities to encourage imaginative use of the equipment and improve physical skills through direct intervention are limited.
87. Standards are at least appropriate and progress satisfactory in **creative development**. Children enjoy a range of songs and co-ordinate the actions well. They produce appropriate pictures using a variety of media, for example pencils, chalks, paint and felt tip pens, crayons and colour wash. They print with fruit and make collages from a variety of materials. They are stimulated well by the fire brigade's visit and later engage in relevant imaginative play. They enter into the mood of a dance lesson and pretend to pick a star from the sky, cradling it carefully in their hands. Teaching in this area of learning is satisfactory, with an appropriate range of experiences. In singing, teaching is good, as demonstrated by the teacher's effective use of her own voice and by her enthusiastic approach which motivates the children effectively.

ENGLISH, MATHEMATICS AND SCIENCE

87. English

75. Results in the National Tests for 1998 at Key Stage 1 were well above the national averages in reading and writing; about one third of pupils achieved highly in reading. Results were above those for similar schools. However, this year group was small, making statistical comparisons tentative. Inspection evidence shows that standards at the end of Key Stage 1 in speaking and listening, reading and writing are above average. The results of the 1999 tests at the end of Key Stage 1 are broadly comparable with those of 1998.
76. Results in the 1998 Key Stage 2 tests in all aspects of English were well above the national average. The number of pupils taking the tests at Key Stage 2 was too small for comparisons with similar schools to be reliable. Inspection evidence indicates that standards in speaking and listening are well above average, and in reading and writing are above average. This represents an improvement since the last inspection when standards overall were judged to be satisfactory. The results of the 1999 tests at the end of Key Stage 2 were broadly comparable with those of 1998. Taking the three years 1996 to 1998 together, data shows that the performance of pupils in English was well above national averages.
77. The introduction of the National Literacy Strategy has been effective. It has been integrated sensitively into the good practice already in place. Overall, the impact of the school's strategy for literacy is positive. Pupils with special educational needs receive good support and make good progress.
78. By Year 2 a significant proportion of pupils is listening carefully during class discussions and they confidently add relevant detail to clarify their answers to questions. In one lesson, for example, more than half the pupils, collectively, suggested an extensive range of activities for a "quiet night in". By the age of eleven, a high proportion of pupils attain very highly in speaking and listening. They use Standard English in formal situations and vary their expression and vocabulary very effectively according to their audience. In a lesson about similes, a good number of pupils argued convincingly when challenged to defend their choices of descriptive words.
79. Above-average and average pupils, about two thirds of the total, make a good start in Year 1 and are launched quickly into reading. By Year 2 they talk about what might happen next in a story and use their knowledge of the alphabet effectively to find information quickly from books. The remainder read simple texts mainly accurately but need a good deal of support when tackling new books. By Year 6 the higher attainers, about a third of the total, read a wide range of advanced texts fluently, use inference and deduction effectively to predict outcomes and have a secure understanding of how to retrieve information from library systems. Most of the rest of the pupils read competently and express opinions about the characterisation and the plots of stories. The small number of lower attainers read with a satisfactory level of fluency and understanding.

80. Most pupils in Year 1 write their news in letters grouped into words. By Year 2, the majority write stories and poems and exercises in comprehension, spelling and handwriting. In one lesson a good number of pupils wrote an account of how they might spend a quiet night, showing a wide range of imaginative thought and correct use of capital letters and full stops. By Year 6, a significant majority are writing for a wide range of purposes including, for example, analysis of characters in stories. Pupils' past work shows secure evidence of lively and thoughtful extended writing, accurate use of grammar, punctuation and complex spelling presented in fluent, legible handwriting. This represents a significant improvement since the last inspection.
81. Almost all pupils make good progress in the development of skills of speaking and listening through Key Stage 1. During Key Stage 2 the vast majority make good progress in developing their ability to adapt what they say to suit the needs of the listener. Progress in reading by the higher and average attainers is good through Key Stage 1 in developing skills of fluency and expression. Lower attainers make slow progress in gaining confidence to read without support. A significant number of pupils make good progress in reading through Key Stage 2 in the development of skills of fluency, understanding and research. The small number of lower attainers have yet to make sufficient progress in the development of the skill of reading effectively for information. In writing, the majority of pupils make good progress through Key Stage 1 in widening the range of purposes for which they write. During Key Stage 2, about two-thirds of the pupils make good progress in developing a good understanding of how to use the higher skills of writing for a wide range of purposes.
82. Most pupils' attitudes to learning are consistently good throughout the school. Most are keenly attentive in class lessons and plenary sessions and are willing to contribute to the discussions that develop. They settle to written tasks purposefully and show sustained concentration. Their behaviour usually is good. Many pupils are enthusiastic about books and a good number are members of local libraries.
83. The quality of teaching is good. Teachers have familiarised themselves well with the requirements of the National Literacy Strategy and have used their professional judgement wisely to ensure its effective implementation. They make good use of the scheme of work and mid-term planning is detailed and thorough. Occasionally, though, planning for individual lessons does not always identify clearly the learning objectives; neither are they made known to the pupils. Introductions to lessons are used effectively to promote discussion. Challenging questioning is used skilfully to extend pupils' speaking and listening skills, and this results in standards being very high by Year 6. Teachers have high expectations of pupils' spoken responses and written work. In one lesson, pupils were pressurised effectively into making resolute and quick decisions. Verbal praise is used well to raise levels of confidence and show pupils that their work is valued. Teachers make good use of classroom assistants, particularly to support the lower attainers. In some lessons the role of the assistant is clearly defined in the lesson plan. Lessons are usually organised with methods that are well understood by the pupils. This makes them feel secure and is an effective way of managing behaviour. Marking is satisfactory overall and there are good examples in the Years 5 and 6, where it is used well to help pupils improve. Homework is extended effectively as pupils move through the school to develop reading and writing skills in other subjects.

84. There are good opportunities for pupils to practise and develop literacy skills across the curriculum. Speaking and listening are encouraged very effectively. There are good opportunities for writing in history, geography and religious education. In mathematics and science, pupils are expected to use appropriate subject vocabularies. The library has a satisfactory collection of books covering all subjects of the National Curriculum and religious education, different cultures, hobbies and interests. There was, however, no significant use of the library during the inspection.

85. Standards and progress at the ends of both key stages have improved since the last inspection. They are now good. The quality of teaching is now good overall.

98. **Mathematics**

86. In the 1998 National Curriculum tests at Key Stage 1, pupils' performance in mathematics was well above the national average. All pupils achieved the expected Level 2, and one quarter achieved highly. Results were above average in comparison with similar schools, but the year group was small, making such comparisons tentative. There has been an improvement in achievement over the years in line with national trends. Results for 1999 are similar to those of 1998.

87. In the 1998 National Curriculum tests at Key Stage 2, pupils' performance in mathematics was above the national average, but no pupils achieved highly. The year group was too small for comparisons with similar schools to be accurate. In national testing in 1999, all pupils achieved the expected levels, and a quarter achieved highly, signifying improvement. There has been an improvement in achievement over the years, which is greater than the trend nationally. Pupils' performance at the end of Key Stage 2 in mathematics is in line with English and science but above that of other subjects in the curriculum.

88. In work seen during the inspection, attainment at the age of seven is above the level expected nationally. Pupils develop sound investigative skills. Low attainers discuss their work using mathematical terms, while the high attainers attempt different ways of solving problems. High attainers competently add and subtract to 100 and have good mental recall of 10 x 10 tables. They measure length accurately and can identify names of two and three-dimensional shapes. They understand and use reflective symmetry. Pupils measure length and weigh accurately and they measure using non-standard units. Low-attaining pupils name and describe common two and three-dimensional shapes. They recognise turning movements and right angles. High attainers create bar charts from information they have extracted and interpret them correctly. Middle attainers draw bar charts from frequency tables given to them, but show little evidence of collecting data or using a tally table. Low attainers interpret simple bar charts.

89. Attainment at the age of eleven is above the level expected nationally. By the end of Key Stage 2, high attainers identify and solve problems, and show their understanding by writing their mathematical solutions in words. They are competent in long division and divide decimals by whole numbers. They add and subtract numbers to two decimal places. They use language associated with angles correctly, identifying acute, obtuse and right-angled triangles. They construct bar, line and pie charts from

frequency tables and interpret graphs. Middle attainers add and subtract numbers to one decimal place. They add negative numbers. In long multiplication, some mental recall is weak. They collect and record data using a frequency table, and construct bar and line graphs. Low attainers calculate percentages of amounts. They have difficulty adding and subtracting decimals to two decimal places but can divide decimals by whole numbers. They collect and record data using a frequency table, and construct bar charts but their labelling is weak.

90. The use of numeracy to support learning across the curriculum is good. The National Numeracy Strategy has been implemented and this has a positive effect on numeracy across the curriculum. Pupils apply their measuring skills in a range of practical activities and they make good use of data handling skills in science to represent their findings using graphs. At Key Stage 1, pupils reinforce measuring skills by measuring body parts and they create Venn diagrams for pushing and pulling experiments. In design and technology, pupils measure, mark and cut out shapes when creating the bridges they have designed.
91. The progress of pupils relative to prior attainment both in lessons and over time is good at Key Stage 1, including those pupils with special educational needs. By the end of Key Stage 1, most pupils understand place value to 100. In shape and space, pupils quickly gain skills in measuring, using non-standard units. This good progress is promoted by the clear techniques used by teachers for improving pupils' mental approaches to mathematics. The progress of pupils relative to prior attainment both in lessons and over time is good at Key Stage 2, including those with special educational needs. Pupils make good progress in evaluating critically the use of calculators. They gain skills in problem solving and understand the need to organise their work in order to find solutions. They make expected progress when calculating change from £1.00 to higher amounts, and learn to use the correct notation for pence.
92. Pupils have good attitudes to learning and enjoy their work in mathematics. They are well behaved, interested and well motivated. They persevere with their work. They work well both independently and in groups, often supporting each other through useful discussion and sharing ideas. Their relationships between each other and their teachers are very good. They talk to teachers and adults with confidence explaining their work and seeking help when it is required. Pupils respond well to the high expectations set by their teachers. They listen attentively to their teachers and respond well to questions. They work well with each other, working out how their problems can be solved.
93. Teaching is good overall at both key stages. It was at least satisfactory in all lessons and good or very good in over half of lessons seen. Teachers demonstrate a good understanding of mathematics. Expectations of behaviour and attainment are high and this contributes to the high attainment and good progress. Lessons are planned thoroughly, and the better lesson plans include aims and objectives of what teachers expect the pupils to achieve by the end of the lesson. There is often good, effective use of questions that extends pupils' understanding and encourages them to think about their mathematics. Pupils are supported well, but on occasion pupils are not given enough guidance, for example in problem solving. Teachers value the contributions that pupils make with encouraging comments and praise. Pupils' work is marked regularly and good use is made of resources. Effective teaching strategies are

used, particularly at Key Stage 1, where a variety of activities maintain the interest of pupils, promoting higher attainment. Sometimes, however, the pace of a lesson is slow and too much time is spent in discussion. Good classroom control contributes positively to a good atmosphere for learning. Homework that is interesting and relevant is set regularly at Key Stage 2.

94. The subject is well co-ordinated and managed. The co-ordinator and teachers have a clear understanding of the future development of the subject, and staff are committed to promoting high standards and pupils' interest in mathematics. The requirements of the National Curriculum are fully met, but information technology is insufficiently used to enhance pupils' learning. Medium and long term planning of work is thoroughly undertaken and the scheme of work ensures that pupils build steadily on prior learning as they move through the school. There is an effective learning environment with plenty of materials and displays that stimulate pupils to want to learn.
95. There has been an improvement in attainment and progress at both key stages since the last inspection. The quality of teaching has improved since the previous inspection. It is now good.

108. **Science**

96. In science, in teacher assessments at the end of Key Stage 1 in 1998, standards of attainment were very high. All pupils gaining the expected level, but no pupils achieved highly. The year group was too small to make a meaningful judgement in comparison with similar schools. Over the period 1996 to 1998, results in science were above average overall. Results in 1999 are the same as those of 1998.
97. In the National Curriculum tests and teacher assessments at the end of Key Stage 2 in 1998, the proportion of pupils gaining the expected level was well above average, but no pupils achieved highly. As a result, the school's test results overall are broadly in line with the national average. The year group in 1998 was too small for reliable statistical comparison with similar schools. From the years 1996 to 1998, results were above average overall. In tests and teacher assessments in 1999, all pupils gained the expected levels and almost one third achieved highly, signifying an improvement over the previous year.
98. Inspection evidence shows that pupils' attainment at the end of Key Stage 1 meets national expectations. Many pupils in Year 2 are developing an awareness of what makes a test fair. They offer reasonable suggestions about what might happen to ice cubes left under different conditions around the school. They observe the changes and record the results on a simple class chart. Standards of attainment at the end of Key Stage 2 are above national expectations. All pupils in Year 6 have a secure understanding of a fair test. They select suitable equipment and make careful and appropriate measurements in experiments. They relate their findings to prior knowledge, for example about air resistance in a parachute experiment. They know that gravity pushes down and that weight is due to gravity. Higher-attaining pupils understand why a sheet of paper will fall to the floor more quickly if dropped on its edge than if dropped flat.
99. Pupils make satisfactory progress in Key Stage 1 and in Years 3 and 4. Progress is

good in Year 5 and 6, promoted well by the teacher's good subject knowledge, high expectations for learning, and challenging practical tasks. Pupils' understanding of a fair test develops steadily from a simple understanding by most pupils in Years 1 and 2, with an emphasis on observation, to a secure understanding by all pupils in Years 5 and 6, involving predictions, explanations and conclusions. Some higher-attaining pupils in Year 6 make generalisations based on prior learning. Recording experiments becomes more complex as pupils move through the school, from simple descriptions to systematic accounts. All pupils make gains in their learning through relevant and interesting lessons. For example, pupils in Year 1 test basic properties of different materials, and in Years 3 and 4 they find out which materials are better insulators. Their progress in carrying out practical work is sometimes hindered, in Years 3 and 4, however, by cramped classroom space, which constrains their direct involvement. Pupils' make good use of their skills in handling data to record information, for example on class and individual charts, by tallying, and on graphs, and of their increasing measuring skills. Pupils with special educational needs make progress in line with their peers. They are supported well by teachers and learning support assistants, and by their peers, especially when working in small groups.

100. Attitudes to science are good. Pupils work purposefully and carefully, especially in practical tasks. They are alert, interested and keen, although attention wanders on occasion when they are not fully involved in experiments. They listen well to each other and share ideas. Older pupils work well in small groups.

101. The quality of teaching is satisfactory at Key Stage 1 and good overall in Key Stage 2. Teachers give clear explanations and question pupils effectively to challenge their thinking and develop their ideas. Teachers place a strong emphasis on practical tasks, which motivate and interest the pupils. At the beginning of one lesson in Year 1, the teacher usefully shared with pupils what she hoped they would learn from the activity. However, planning does not always identify specific teaching points clearly enough. Teachers support pupils effectively during experiments, and use plenary sessions to good effect, to check the outcomes from practical work and to reinforce learning. Teachers are well prepared and well organised. They manage pupils well with firm, kindly control.

102. The curriculum is satisfactory, and enhanced by a wide range of practical experiments. A rolling programme of topics and clear termly outlines support the curriculum appropriately. Assessment procedures are satisfactory and weekly evaluation sheets usefully inform future planning. Resources are satisfactory and are further augmented by good contacts with local schools including the secondary school. Subject management is satisfactory overall. The co-ordinator has a clear view of the future development of the subject.

103. Since the last inspection standards and progress have improved at Key Stage 2. There is now a common weekly planner, but the quality of individual lesson plans is inconsistent. Time allocation for the subject is now satisfactory.

OTHER SUBJECTS OR COURSES

116. Information technology

104. At the end of Key Stage 1, standards of attainment are in line with national expectations. Pupils in Year 2 are able to enter simple text and are fluent in using the keyboard and the mouse. Pupils control a robot, using simple commands to guide it forwards and backwards. They understand the sequence of commands needed. No direct teaching or use of information technology was observed during the inspection at Key Stage 2. From the evidence of samples of pupils' work, and discussion with staff and pupils, it is possible to conclude that standards of attainment are below the level expected nationally at the end of Key Stage 2. Pupils in Year 6 create a set of instructions to control an image on the screen and a floor robot. They combine different forms of information to produce reports on houses. They enter and edit text and can combine text and graphics, importing the graphics into a word processing package. However, they have not used a variety of forms of graphic image, nor have they shown an awareness of different readers. There was no evidence that pupils have entered data into a database and interrogated it. Information technology has not been used to sense physical data. At both key stages, pupils are competent in handling the computer, and can save and retrieve stored information.

105. Pupils' progress relative to prior attainment is satisfactory at Key Stage 1. At Key Stage 2 it is unsatisfactory. Pupils make satisfactory progress in developing information technology skills during Key Stage 1. They learn quickly that they can control a floor robot by giving it direct signals. At Key Stage 2, pupils reinforce basic skills. They make moderate progress in word-processing and in combining text and graphics. However, they have insufficient opportunities to develop their information technology skills and this limits their progress. As a result, statutory requirements are not met at Key Stage 2. The progress of pupils with special educational needs mirrors that of their peers.

106. In the lessons seen in Key Stage 1, pupils' attitudes to learning and their behaviour were good. Pupils enjoyed information technology and listened attentively to their teachers during preliminary introductions. They were eager to answer questions and participate in demonstrations of skills. Pupils moved to the computers and equipment without fuss and settled to work quickly. When working in pairs and groups, they co-operated well with each other. They showed good perseverance. They are pleased with the results and eagerly share their success with others.

107. The quality of teaching overall is good at Key Stage 1. Teachers structure the lessons well but make limited use of sessions at the end of lessons to consolidate and extend learning. Classroom organisation is very good. Teachers use questions effectively to assess pupils' understanding but there is inadequate use of questioning that will extend their understanding and share good practice with other pupils. The level of resources is insufficient and this is restricting curriculum development and standards. Staff demonstrate confidence and skills in communicating information, but they are less confident in delivering other aspects of information technology.

108. Since the previous inspection, standards and progress remain unchanged at Key

Stage 1, but have declined at Key Stage 2. The quality of teaching has improved at Key Stage 1.

Religious education

109.No lessons in religious education were observed during the inspection. Evidence gained from talking to pupils, looking at samples of their work, and a brief class observation as part of “circle time”, indicates that at the end of Key Stage 2, standards of attainment in religious education meet the expectations of the locally agreed syllabus. Pupils in Year 6 are familiar with the major Christian festivals, and have a reasonable factual knowledge of Bible stories from the Old and the New Testaments. They have an understanding of some important religious ideas and relate them to their own lives. They consider forgiveness, for example, in the context of their relationships with friends. They are aware of the purpose of a church from visits and termly assemblies in the local church, but their experience of places of worship from other faiths is limited. They have a moderate knowledge of aspects of other faiths, for example Judaism.

110.Evidence suggests that in general pupils make appropriate gains in knowledge and understanding as they move through the school, for example in learning Bible stories. Their understanding of the significance of the local church increases from a simple description of the building and the graveyard in Year 2 to a perception of its relevance and meaning in Years 5 and 6.

111.Limited evidence indicates appropriate interest in the subject, especially in the church visits. In the brief class observation, pupils responded very well to the teacher’s sympathetic and reverent introduction of the Qu’oran. Pupils listen well in assemblies.

112.The limited evidence does not permit secure judgements regarding the quality of teaching in religious education. The subject is underpinned satisfactorily by appropriate medium-term planning with relevant expectations for pupils’ learning. Opportunities for pupils to learn about religions from the direct experience of visits and visitors are limited, in particular about faiths other than Christianity. In addition, the provision of religious artefacts is poor. The recently appointed curriculum leader is enthusiastic and has a good grasp of the future direction of the subject, including effective liaison between the key stages to ensure that pupils’ learning progresses suitably through the school. Assessment is under-developed at present.

113.Standards and progress are unchanged since the last inspection. Resources, identified as limited previously, remain so.

126. Art

114.By the time that pupils reach Year 6 the majority of pupils reach the standards expected of most pupils of eleven. It was not possible to observe any lessons at Key Stage 1, but on the evidence of pupils’ past work, displays, looking at teachers’ planning and discussion with pupils, it is evident that by the end of the key stage standards are similar to those of the majority of pupils aged seven.

115. The youngest pupils in Key Stage 1 create collages using a wide range of materials. In one display, Year 1 pupils had made a suitable country scene to back a collection of well made puppets. Art work is often linked appropriately to topics. By the time that pupils reach Year 2 they are using sketch books in which they experiment and record ideas. They print on fabrics to a satisfactory standard. Pupils have experimented appropriately with a range of coloured paints using different sized brushes to create a magic carpet in the style of Mondrian. Pupils in Years 3 and 4 produce satisfactory examples of tie-dyeing when experimenting with colour and fabrics. In one lesson they handled tools safely and competently when making and decorating a wall hanging. By Year 6 most pupils can work with a satisfactory range of materials and in appropriately different styles. They draw and decorate numbers, shade colour effectively to create an atmospheric effect and use computers competently to make multi-coloured and shaped repeating patterns.

116. Pupils, including for pupils with special educational needs, make satisfactory progress in the development of skills. Younger pupils learn, appropriately, an awareness of texture. They gain an understanding of the effects of using different types of adhesives. They learn how to use tools such as scissors and spreaders safely. Older pupils develop a satisfactory understanding of how to create, for example, a three-dimensional map landscape using an appropriate range of colour and media.

117. Pupils' attitudes to art are good. Almost all watch closely and listen attentively to instructions. They become engrossed in activities and are willing to help each other when difficulties arise. Behaviour is good and pupils co-operate well together when sharing materials and tools.

118. The quality of teaching in lessons seen is satisfactory. Tasks are clearly explained and assessment of pupils' work is effective in helping them to improve. Teachers have a secure knowledge and understanding of how to adapt activities appropriately to promote the development of skills. Learning objectives are not always clear in lesson plans or made known to the pupils. Resources are not always well organised or sufficiently well prepared before lessons. This causes the pace of some lessons to slacken and prevents pupils' progress being good. Pupils' work is celebrated appropriately in well-mounted displays. A good scheme of work, which identifies clearly the knowledge, understanding and skills to be taught, supports teachers' planning effectively.

119. The limited evidence suggests that findings broadly reflect those of the last inspection.

132.
technology

Design and

120. Standards in design and technology are appropriate to pupils' ages across the school and are similar to those at the time of the last inspection. In Key Stage 1, pupils design the front of a waistcoat or coat for a teddy. They choose their own materials from a selection and sew on the decorations competently. They explain what they are making and identify the materials they are using, giving reasons where applicable for their choice. They use needles safely. By the end of Key Stage 2, pupils measure, mark out, cut and shape materials with additional tools. They learn how to use tools and

equipment appropriately and safely. At Key Stage 2, in designing and making a bridge, pupils generate ideas for their design and list the materials and tools they are going to use. They give step-by-step details of how they make their model, and draw a detailed diagram of the bridge, clearly labelled. The high attainers evaluate their products well and suggest areas for improvement.

121. The progress of pupils relative to prior attainment both in lessons and over time is satisfactory at both key stages. Pupils work hard in the lessons and gain skills in combining materials by sewing. They improve their manual skills. They gain understanding in the need to choose suitable material for their products. They progress from talking about their designs, and about what it would look like, to drawing diagrams of what they are going to need to use, and giving reasons for their choice. At Key Stage 2, pupils measure and join accurately increasingly complex structures, for example when making bridges. They begin to use a variety of information sources, as when they design puppets. They develop good skills in evaluating products and quickly grasp the principles of the need to evaluate the product by comparing it with the design brief. Pupils build satisfactorily on prior learning as they move through the school, evident from planning. Pupils with special educational needs make satisfactory progress during both key stages.

122. In lessons at Key Stage 1, pupils' attitudes, behaviour and personal development are very good. Pupils take a great pride in their work and are eager to show what they have completed. They enjoy design and technology. They concentrate well and talk confidently about their work. They listen attentively to their teacher and take an eager part in discussions. They handle tools and materials safely and sensibly, for example when handling needles.

123. There were few opportunities to observe design and technology lessons at Key Stage 2 during the inspection. Evidence has been drawn from samples of work, discussion with teachers and pupils' and teachers' planning. On the evidence gathered, teaching is satisfactory at both key stages. Teacher's day-to-day planning is satisfactory. In longer-term planning, there are links with other subjects through the design and technology process. Organisation at Key Stage 1 is good and there is good interaction between teachers and pupils. Clear exposition of objectives and demonstration of skills help the pupils make better progress. The management of pupils is very good. The use of time and resources is satisfactory at Key Stage 1 where pupils have the opportunity to select their own resources. The quality of the day-to-day assessment is satisfactory. Work is regularly marked with positive comments that enable pupils to see how they can progress. Teachers are aware of the attainment of their pupils, but there is no systematic method of tracking pupils' progress as they go through the school; nor is there a portfolio of samples of pupils' work to serve as a reference document for standards agreed in the school.

124. The subject is well co-ordinated. The subject co-ordinator has a clear view of the development of the subject. She provides effective support and monitoring of curriculum development. A good scheme of work is in place. There are good displays that celebrate pupils' success and stimulate learning. Information technology is built into the schemes of work, but there is insufficient use in practice at present through lack of adequate resources.

125. Standards have been maintained since the previous inspection.

138. Geography

126. Standards of attainment in geography at Key Stage 2 are appropriate for the pupils' ages. No lessons in geography were observed at Key Stage 1 during the inspection. However, through talking to pupils in Year 2 and looking at samples of their work, it is possible to conclude that as a result of insufficient geography being taught, standards of attainment at the end of Key Stage 1 barely meet expectations.
127. Older pupils begin to have an understanding of how air pressure affects weather. They know that air moves and learn that high pressure is associated with fine weather, low pressure with unsettled weather, and that air pressure is measured in millibars. Scrutiny of their work shows that they have a reasonable factual knowledge of some aspects of geology, and that they have undertaken an appropriate housing survey in the locality of the school. Younger pupils plot "Teddy's holidays" on a world map and begin to identify mapping symbols. They compare localities with a partner school in a contrasting location and talk about basic similarities and differences. They express views about the school grounds and offer ideas about how they could be improved further.
128. Progress during Key Stage 2 is satisfactory, including the progress of pupils with special educational needs, because they are appropriately supported. However, evidence suggests that pupils are not making sufficient progress during Key Stage 1. Pupils' understanding of co-ordinates develops well as they progress through Key Stage 2, from the simple identification of a square to four-figure grid references. Pupils consolidate their learning through practice, and make appropriate gains in knowledge from sources such as reference books. Direct experience beyond the classroom, such as the local survey, further supports progress. Sometimes pupils' progress is hindered by an over-long, over-complex lesson introduction, or by class organisation which is too complicated for a small classroom, and which disrupts the purposeful working atmosphere.
129. Pupils' attitudes to geography are good overall. Pupils in Years 5 and 6 have excellent attitudes to geography, sustaining concentration very well, in an alert and interested manner. In Years 3 and 4, pupils' attitudes are satisfactory. They generally work purposefully, although occasional chatter results in some pupils losing concentration.
130. The quality of teaching is satisfactory. Expectations are sometimes high, for example when introducing four figure co-ordinates to pupils in Year 4, although expectations for pupils' learning in geography in Key Stage 1 are not generally high enough. Tasks are suitably matched to pupils' abilities, reflecting previous informal assessments. Teachers check learning through appropriate questions, for example during whole class sessions. Homework usefully continues pupils' classroom learning, and sometimes consists of interesting and extended research projects. Daily lesson plans are generally too brief. They do not identify clearly enough what pupils are intended to learn. Sometimes the pace of lessons is not brisk enough.
131. Geography lacks a comprehensive scheme of work. Geography does not feature consistently through the three-year topic programme for Key Stage 1, and guidelines for Key Stage 2 represent an outline only. Time allocation for the subject is not clear. The subject is unsupported by a curriculum leader to guide its development through the

school.

132. Standards and progress broadly reflect those found at the time of the last inspection.

145. **History**

133. Standards in history are appropriate to the pupils' ages across the school. At Key Stage 1, pupils have a satisfactory understanding of aspects of life in the past, how some people lived and of the jobs they did. For example, they have a basic factual knowledge about the conditions for miners in the past and how children went down the mines. They describe briefly the clothes the miners wear. They depict life in castles in drawings. They compare holidays past and present. Higher attaining pupils make good use of their literacy skills to write about conditions in the mines.

134. Pupils at Key Stage 2 use a range of expressions and writing styles, for example understanding workhouse conditions in Victorian times. They write a letter about the workhouse as well as writing descriptions. The work shows a satisfactory awareness of aspects of social life in Victorian times. Pupils have a reasonable understanding of improvements made since then, for example in the supply of water. Pupils show an understanding of chronology and demonstrate factual knowledge of aspects of history in Britain during these times. They describe the characteristics of the society they are studying, comparing similarities and differences with Curridge School.

135. Pupils, including those with special educational needs, make satisfactory progress during both key stages. They develop good language skills through their study of history. Their progress in acquiring historical knowledge, understanding and skills is satisfactory. At Key Stage 1 they recall facts about the plague well. They begin to make comparisons with aspects of the past and modern times. In Key Stage 2, pupils gain new knowledge of social conditions in Victorian times.

136. In history, pupils' attitudes and their behaviour are good. Pupils are keen to learn. They listen attentively to their teachers and readily answer questions. They are eager to talk about their work and contribute well to discussions. They readily discuss their work with each other, and concentrate hard when doing individual work. They present their work well. There are, however, few opportunities for pupils to show initiative.

137. The quality of teaching is satisfactory. Subject knowledge is good and teachers explain important developments in Britain's past clearly with appropriate examples. Expectations for presentation and learning are high. Lesson plans are well structured, but there are no clear objectives about what pupils are expected to have achieved by the end of the lesson. Pupils are given interesting tasks. There is little evidence of different tasks being set for pupils of differing abilities. Work is marked regularly. Management of pupils is good. Use of time and resources is satisfactory.

138. The subject is adequately resourced and effective use is made of visits locally. For example, there are visits to the local museum and the church where pupils have the opportunity to investigate local history. Insufficient use is made of information technology to classify and present evidence and to gain access to additional resources, for example from large databases on CD-ROM's. There are no schemes of work and

no co-ordinator for the subject. There are, therefore, no arrangements for monitoring and evaluating the history curriculum.

139. Standards of attainment and quality of teaching have been maintained since the previous inspection.

Music

140. No lessons were timetabled during the inspection. However, in looking at teachers' planning, observing a small number of other activities such as assemblies, recorder groups, and guitar lessons, and in talking with pupils, there were clear indications that standards are at least appropriate for the ages of the pupils. Younger pupils in Key Stage 1 sing action songs with a good sense of pitch and rhythm and perform the actions with various parts of their bodies well in time with the pulse. By Year 6 most pupils sing tunefully with a satisfactory sense of pitch and pulse. Small groups of recorder players perform in two parts, demonstrating good technique of fingering and accuracy in reading musical notation.

141. The limited evidence available does not allow secure judgements about progress across the school. However, there are clear indications that in the development of singing techniques for most pupils, and in gaining instrumental competency for a small number, progress is satisfactory.

142. Pupils' attitudes overall are good. They listen well to music and younger pupils sing with a high level of enjoyment. In discussion, pupils are keen to talk about what they do and make it clear that in lessons they are expected to listen carefully and perform to a high standard.

143. No teaching was observed. However, it is clear that pupils are given appropriate opportunities to perform and compose, using a variety of pitched and non-pitched instruments. They are encouraged to suggest improvements to their compositions and give reasons for their likes and dislikes. They are given opportunities to listen to music from different periods and cultures. In a lesson when they listened to 'Swan Lake' for example, they were expected to appraise it thoroughly and write a report about the dynamics and instrumentation.

144. The school provides suitable opportunities for pupils to receive tuition in guitar and violin playing. Recorder classes, which take place mainly outside of school time, provide satisfactory opportunities for pupils to enhance techniques of playing and skills in reading music.

145. The limited evidence available during this inspection does not permit a secure comparison with the findings of the last inspection.

158. **Physical education**

146. By the time that pupils are eleven the majority reach standards broadly in line with those expected of their age group. The youngest pupils in Key Stage 1 make a good start. They move around well, and are aware of space. They skip and jump with good control of landings. They turn and dodge effectively when playing a simple competitive team game. By Year 2, almost all pupils move across the floor using appropriate methods and movements. In one dance lesson the majority of pupils made appropriate use of muscle control when imitating the pathways of a number of different fireworks. By the age of eleven, almost all pupils move in a planned sequence of different ways using different parts of the body as pivots. Most pupils can send and receive a ball with the inside edges of their feet. In one games lesson, many pupils took part successfully in a competition involving three passes while keeping control of the ball.
147. Almost all pupils make good progress in developing physical skills, including pupils with special educational needs. Younger pupils improve their performance in team games by gaining increasing control over starting, stopping and turning. As they move through the school, most pupils consolidate their skills effectively through practice in a widening range of activities. By the age of eleven almost all pupils have made good progress in developing ball control skills. They gain a good understanding of defence and attack skills in competitive games. In one gymnastics lesson for Year 6 almost all pupils made good progress in developing the technique of performing a circular roll.
148. Overall, pupils' attitudes are good and there are examples in the Year 5 and 6, where attitudes are very good. Younger pupils respond well. They listen attentively to instructions and co-operate well with their teachers. Older pupils often adopt a very mature attitude, accepting that making mistakes is part of the learning process. In one lesson, all pupils worked very well together to make best use of the limited space available and they clapped spontaneously in appreciation of the performances of their peers.
149. The quality of teaching is good. Lessons are well prepared and explanations of activities are clear. "Warm up" and "cool down" sessions are well designed to achieve their objectives, but teachers do not consistently draw pupils' attention to the effects of exercise on their bodies.
150. Teachers make good use of competent pupils as demonstrators and set high standards of expectation of performance and safety. In one gymnastics lesson strong emphasis was placed on the way in which pupils prepared themselves for a performance.
151. The accommodation for the subject is limited. There is no field on the site and the hall is cramped. Despite these drawbacks, pupils' progress is not adversely affected as teachers manage the available space well, and pupils are very co-operative. A number of sports and competitive games take place outside of school time and give good opportunities for skills enhancement for those pupils who choose to take part.
152. These findings are very similar to those reported at the time of the last inspection.

165. **PART C: INSPECTION DATA**

165. **SUMMARY OF INSPECTION EVIDENCE**

153. The school was inspected by a team of four inspectors for a total of 10 days. Inspectors spent approximately 24 hours in lessons, including just over two hours observing children under the age of five. Inspectors also spent about 18 hours observing other activities, including activities outside the classrooms, looking at samples of pupils' work, listening to pupils reading, and talking to pupils. In addition, inspectors looked carefully at the previous inspection report; they considered a number of policy documents provided by the school; they spoke to staff, governors and parents. The views of parents, representing about one fifth of the pupils in school, who attended the pre-inspection meeting, and the 39 questionnaires returned, were taken into account. As part of the inspection, teachers were given feedback regarding the strengths and weaknesses of their teaching.

166. **DATA AND INDICATORS**

166. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	98.5	0	17	0

166. **Teachers and classes**

166. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	4.6
Number of pupils per qualified teacher:	21

166. **Education support staff (YR – Y6)**

Total number of education support staff:	3
Total aggregate hours worked each week:	79

Average class size:	25
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166. **Financial data**

Financial year:	1998/99
	£
Total Income	190992.00
Total Expenditure	179039.00
Expenditure per pupil	1904.67
Balance brought forward from previous year	16221.00
Balance carried forward to next year	28174.00

166. **PARENTAL SURVEY**

Number of questionnaires sent out: 76
 Number of questionnaires returned: 39

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	54	43	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	69	25	3	3	0
The school handles complaints from parents well	44	31	19	6	0
The school gives me a clear understanding of what is taught	33	56	8	3	0
The school keeps me well informed about my child(ren)'s progress	43	36	18	3	0
The school enables my child(ren) to achieve a good standard of work	54	38	5	3	0
The school encourages children to get involved in more than just their daily lessons	49	41	10	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	41	51	5	3	0
The school's values and attitudes have a positive effect on my child(ren)	50	47	3	0	0
The school achieves high standards of good behaviour	64	31	2	3	0
My child(ren) like(s) school	54	41	2	3	0