

INSPECTION REPORT

STAWLEY COMMUNITY PRIMARY SCHOOL

Appley

Wellington

LEA area: Somerset

Unique reference number: 123706

Headteacher: Mr. E. Gregory

Reporting inspector: Mike Capper
23239

Dates of inspection: November 27th – 29th 2000

Inspection number: 190218

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Appley Cross, Wellington, Somerset.
Postcode:	TA21 0HH
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. J. Swan
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mike Capper Registered inspector Original Inspector Number (OIN) 223239	English Information and communication technology Music Religious Education Physical Education Areas of learning for children in the Foundation Stage	What sort of school is it? How high are standards? Pupils' attitudes, values and personal development How well is the school led and managed? What should the school do to improve further?
Peter Oldfield Lay inspector OIN 1112		How well does the school care for its pupils? How well does the school work in partnership with parents?
Alison Cartlidge Team inspector OIN 23609	Mathematics Science Art and design Design and Technology Geography History	How well are pupils taught? How good are curricular opportunities? Equal opportunities Special Educational Needs

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stawley Community Primary School is located near to the small village of Appley in Somerset. Pupils come from the local and surrounding villages and are admitted between the ages 4 – 11. There are 47 pupils on roll and they are taught in two mixed-age classes, an infant and a junior class. Pupils come from a range of social backgrounds, with the number of pupils eligible for free school meals being below the national average. There are 16 pupils on the special needs register, with two having statements of special educational need. This is above the national average. The number of pupils with special educational needs varies significantly from year group to year group. Test results show that pupils' attainment on entering school has improved over the last three years and is now above average. There are no pupils with English as an additional language.

The school has gone through a period of significant instability and disruption since the last inspection in 1996. Since then there have been five headteachers in either an acting or permanent capacity. The number of pupils on roll fell to 26 in 1997. The current headteacher was appointed permanently in September 2000 after being acting headteacher for a year.

HOW GOOD THE SCHOOL IS

Under the very good leadership of the recently appointed headteacher, the standard of education provided by the school is improving rapidly. The school is beginning to be as effective as it should be, although standards are still too low, particularly amongst older pupils in Key Stage 2. However, pupils are now making at least satisfactory and often good progress. Teaching is never less than satisfactory and is good or better in nearly a half of lessons. Taking in to account the recent improvement and the commitment to improve further the school provides satisfactory value for money.

What the school does well

- There is a very clear direction to the work of the school and a shared commitment to further improving pupils' attainment
- Good quality teaching in Key Stage 2 ensures that pupils make good progress
- Pupils achieve good speaking and listening skills in Key Stage 1
- The school has established excellent links with the local community
- All members of staff work hard together to make sure that pupils are happy and develop good self-esteem and confidence

What could be improved

- Pupils' attainment is not as high as it should be in Key Stage 2 in writing, mathematics, science, music, religious education and geography
- Throughout the school, pupils have below average spelling skills
- Unsatisfactory accommodation means that the school cannot provide a full curriculum in physical education or for children in their first year at school

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress over the last two years. However, progress in the four years since the last inspection has been unsatisfactory overall, with standards now significantly lower, particularly at the end of Year 6. Nevertheless, the school is now very well led and managed by the recently appointed headteacher. Previous weaknesses in the management of the school have been fully addressed, as have many of the other issues raised at the time of the last inspection. Schemes of work have been adopted successfully and teaching has improved significantly. The school now has systems in place to ensure that teaching builds on what pupils have already learnt. Most of these improvements are very recent and have not been in place long enough yet to have a major impact on the attainment of older pupils.

STANDARDS

The table showing the standards achieved by 11 year olds in end of key stage tests has been omitted because of the small number of pupils taking the test each year.

Children in the reception year are on target to exceed expectations for their age in the ‘early learning goals’ of personal, social and emotional development, communication, language and literacy and mathematics. In knowledge and understanding of the world, physical development and creative development, children are attaining standards that are appropriate for their age.

Inspection findings show that, throughout the school, pupils’ attainment is improving at a good rate, although they continue to be too low in Key Stage 2. By the end of Year 2, pupils’ attainment is average in reading, mathematics and science. In writing, where spelling is particularly weak, pupils’ attainment is below average. By the end of Year 6, pupils’ attainment is well below average in science and below average in English and mathematics. Observations of lessons and a scrutiny of pupils’ work shows that in Key Stage 2 pupils are now making good progress and are learning new skills quickly. However, previous disruptions to their education mean that there remain huge gaps in pupils’ knowledge.

By the end of Year 6, pupils’ attainment is satisfactory in history, design and technology, physical education, art and design and information and communication technology and unsatisfactory in religious education, geography and music. This is not the result of any shortfall in current work within the school.

The school is beginning to make effective use of the assessments of pupils’ work to help set targets for individual pupils. These are based on previous test results and are realistically challenging given the difference in the capability of different year groups.

PUPILS’ ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school. They are happy and usually work hard in lessons.
Behaviour, in and out of classrooms	Good. Pupils are polite and courteous to each other, members of staff and visitors. They play sensibly at lunchtime and behave well in lessons.
Personal development and relationships	Good. Strong relationships throughout the school ensure that all members of the school community feel valued. Members of staff work hard to develop pupils’ self esteem and give them good opportunities to show initiative.
Attendance	Satisfactory. Attendance rates are in line with national averages.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Good

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

The quality of teaching is satisfactory or better in all lessons, with 41% of lessons being good and 6% being very good.

Throughout the school, teachers have good relationships with the pupils, manage them well and provide good encouragement and this helps them to improve their work. Lessons are well organised so that no time is wasted finding resources. Learning support assistants are used effectively and their skilful support is particularly helpful for pupils with special educational needs.

At the start of lessons, teachers make sure pupils are clear about what they are expected to learn and this helps to focus their attention. This is particularly effective at Key Stage 2. At Key Stage 1, the

teacher uses particularly effective ways of teaching the pupils in science and design and technology. A 'hands on' practical approach is used and this helps pupils learn well because they enjoy taking part in the fun activities.

At Key Stage 2, thorough and clear teaching of knowledge and skills ensures that pupils are now learning at a quick rate. This is especially important since pupils have gaps in their knowledge due to inconsistent teaching in the past. There are high expectations of what pupils should achieve and a good mix of activities makes learning interesting.

The skills of literacy and numeracy are taught satisfactorily overall. However, there are inconsistencies in the teaching spelling and this has resulted in a weakness in pupils' spelling skills throughout the school.

The quality of teachers' marking of pupils' work is variable. It is least effective at Key Stage 1 when pupils are not always shown what they need to learn next. This means that in this class work is not always planned to meet the needs of older, higher attaining pupils and those with special educational needs. Teachers' planning at Key Stage 2 effectively takes into account pupils' prior attainment in most lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, satisfactory. However, due to limitations in the school's accommodation not all aspects of the physical education or the reception year curriculum are taught.
Provision for pupils with special educational needs	Satisfactory. Pupils with special educational needs are well integrated and members of staff work hard to ensure that they are included in all activities. Pupils make best progress when working with learning support assistants on tasks that are closely matched to their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is a strong emphasis on moral and social teaching throughout the school. This helps pupils learn how to behave well and they are taught to care for each other. Visitors to school help pupils to learn about their own and other cultures.
How well the school cares for its pupils	Overall, satisfactory. The school effectively promotes pupils' welfare, health and safety in a caring, stable and secure environment. Assessment procedures although relatively new are satisfactory.

A good range of extracurricular activities significantly enhances the curriculum. The school has a good partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Members of staff have a good understanding of what they need to do to improve the school further.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is very supportive of the work of the school and fulfils all its statutory duties.

The school's evaluation of its performance	Overall, satisfactory. Good quality monitoring and support by the headteacher has helped to improve the quality of teaching. However, the governing body does not effectively monitor the work of the school so that it can develop a better understanding of its strengths and weaknesses.
The strategic use of resources	Finances are well managed by the headteacher and school secretary. Spending is clearly targeted on raising standards.

Over the last two years, governors have been very pro-active in ensuring the school's future. They have been the driving force behind the 'Rural Community Initiative' that has been so successful over the last year in developing the way the school works with the local community.

The school has begun to apply the principles of 'best' value to its work, for example by ensuring that quotations are obtained before purchasing resources. However, the governors do not yet compare the school's performance and cost effectiveness with that of similar schools.

The school has a suitable number of teachers and a good number of support staff. Accommodation is unsatisfactory. There is no hall suitable for Key Stage 2 physical education lessons and there is a lack of space in the infants' class for children in their reception year to have access to a full early years curriculum. Resources are satisfactory overall and are adequate for topics currently being taught. The headteacher has identified significant shortfalls in some areas, and has identified how resources will be improved over time, as money becomes available.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Recent improvements in the school • Children are happy • Members of staff are approachable • Links with parents • Children are expected to work hard 	<ul style="list-style-type: none"> • The progress of the children

Parents are very positive about the work of the school. The inspection team agrees with the strengths identified by parents. Inspection findings are that pupils are now making at least satisfactory and often good progress. This was not always the case in the past.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Inspection findings show that, throughout the school, pupils' attainment is improving at a good rate, although they continue to be too low in Key Stage 2. Over the last two years, particularly since the recent appointment of the current headteacher, there has been a greater consistency to the quality of lesson planning and assessment of pupils' attainment and progress is being used more effectively to ensure that work builds on previous learning. Teaching has improved in Key Stage 1 and is now good at Key Stage 2. This is beginning to raise standards of pupils' attainment, particularly amongst pupils up to Year 4, where the impact of previous difficulties within the school is less apparent.
2. Children's attainment on starting school in the reception year has also improved over the last three years and is now above average. This is confirmed by teacher assessments made in the children's first few weeks at school. Children in the reception year are on target to exceed expectations for their age in the 'early learning goals' of personal, social and emotional development, communication, language and literacy and mathematics. In knowledge and understanding of the world, physical development and creative development, children are on target to attain standards that are appropriate for their age.
3. By the end of Year 2, pupils' attainment is average in reading, mathematics and science. In writing, where spelling is particularly weak, pupils' attainment is below average. Most pupils are on target to achieve the expected Level 2 in reading, mathematics and science. However, a lack of challenge in some lessons for higher attaining pupils means that few are likely to achieve above Level 2. Pupils' standards of attainment in Key Stage 1 are similar to those found at the time of the last inspection in reading and mathematics but lower in writing and science because of the small number of pupils achieving the higher Level 3.
4. By the end of Year 6, pupils' attainment is well below average in science and below average in English and mathematics. This is significantly lower than at the time of the last inspection. Nevertheless, observations of lessons and a scrutiny of work shows that pupils in Key Stage 2 are now making good progress and are quickly learning new skills and improving their understanding of basic concepts in all subjects. However, previous disruptions to their education mean that there remain huge gaps in pupils' knowledge. As a result, pupils' standards of attainment are not as high as they should be and few older pupils are on target to achieve the expected Level 4 by the end of Year 6.
5. National test results are unreliable indicators of the trends in standards of pupils' attainment in a school of this size due to the very small number of pupils taking the tests in each year. The number of pupils with special educational needs in a particular year can significantly affect results. Nevertheless, taken over the last three years, test results at the end of Year 6 confirm that standards have been much lower than is normal when compared with all schools nationally and with similar schools. Test results also show that boys consistently achieve less well than girls. This continues to be the case, with a high number of boys in Key Stage 2 on the special educational needs register. The school has begun to raise the attainment of boys by improving the suitability of resources and considering how learning can be made more purposeful.
6. In Key Stage 1, test results show that there has been a greater variation from year to year, but again over time standards have been below average when compared with all schools and with similar schools in writing, mathematics and science. In reading, in Key Stage 1, standards over the last three years have ranged from well above average to below average according to the number of pupils with special educational needs in a particular year group.
7. Standards of literacy are satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2.

Throughout the school, pupils are better at reading than at writing. Pupils read confidently, although older pupils have less well-developed comprehension skills. In both key stages, pupils are given good opportunities to write for a range of purposes. However, spelling and handwriting skills are weaker than they should be. A lack of structure and consistency in these aspects of the curriculum in the past means that pupils have not learnt as well as they should. Standards of attainment in speaking and listening in Key Stage 1 continue to be above average. The class teacher successfully develops pupils' self-confidence and gives them good opportunities to improve their speaking and listening skills through a range of activities.

8. In numeracy, pupils achieve satisfactory standards in Key Stage 1, but unsatisfactory standards in Key Stage 2, where some basic skills remain poorly developed.
9. As at the time of the last inspection, pupil's attainment in both key stages is satisfactory in history, design technology, physical education, art and design and information and communication technology. Standards are lower in art and design than at the time of the last inspection as less time is now allowed for the teaching of art. Consequently, pupils achieve satisfactory rather than good standards.
10. Pupils' standards of attainment are satisfactory in physical education in Key Stage 2 in the aspects of the subject that the school is able to teach. Lack of suitable accommodation means that gymnastic skills are not currently being taught. There is insufficient evidence to judge standards in Key Stage 1.
11. In music, standards of attainment are satisfactory in Key Stage 1, but unsatisfactory in Key Stage 2. Until very recently, the lack of a specialist teacher has meant a very low allocation of curriculum time to the subject. As a result, in Key Stage 2, there are gaps in pupils' musical skills and knowledge, although they are now making sound progress in lessons. Pupils' attainment in religious education and geography is also below average in both key stages. Again, pupils are now learning skills at an appropriate rate, but this is not sufficient to compensate for previous gaps in their learning.
12. Pupils who have been identified as having special educational needs receive good support from learning support assistants and when working with them they make good progress. Individual education plans are detailed. However, in some lessons, work planned for special needs pupils is not suitably matched to their needs. On these occasions, learning is unsatisfactory.
13. The school is beginning to make effective use of assessments of pupils' work to help set targets for individual pupils. These are based on previous test results and are realistically challenging given the difference in the capability of different year groups.

Pupils' attitudes, values and personal development

14. Pupils' attitudes, values and personal development are good. This is similar to the findings of the last inspection and continues to be a strength of the school. The school's emphasis on developing children who '*listen, share, include, do and smile*' is evident in most aspects of its work and is fully understood by the pupils. Their positive attitude to learning and the caring family atmosphere that has been established by the headteacher and members of staff make a very good contribution to pupils' learning.
15. Many children have good personal and social skills when they start school. Children in the reception year behave well and develop good attitudes to their work. They settle well in to school life, becoming happy and confident. Children are enthusiastic about their schoolwork, try hard in activities and learn to co-operate with each other. This was shown to good effect in a literacy lesson, where children worked together on devising movements to the song 'London's Burning'. Children show respect for property, as well as care and concern for each other and develop a good understanding of the difference between right and wrong. Children in the reception year have good relationships with adults in the class.

16. Throughout the school, pupils have good attitudes to learning and most are very keen to learn. This keenness is less evident in Years 5 and 6 where pupils occasionally find it hard to work without supervision. This is the group of pupils who have been most affected by the staffing problems experienced by the school since the last inspection. These pupils do not always take sufficient care in the presentation of their work, which is sometimes untidy. Pupils listen carefully to their teachers and persevere with their work.
17. Behaviour is good. In the family environment of the school, older pupils take good care of younger pupils. Pupils of all ages mix well together and share playground games. The school's success in promoting good behaviour is very evident by the time pupils reach Year 6. They show consideration for others in the playground and in lessons. There were no incidents of bullying during the inspection, and all members of staff are aware of the procedures to follow if they identify a problem. There have been no recent exclusions.
18. The good relationships that exist between pupils and with their teachers help to make the school a happy place. There is a strong caring ethos within the school and pupils from different backgrounds play together happily. Pupils with special educational needs are well integrated and are given good support by their classmates. Pupils are considerate to one another, and friendly and courteous to adults. For example, they listened intently in an assembly led by a local vicar. They work happily together in lessons and support each other with help and advice when necessary. Throughout the school, pupils co-operate well on activities such as the Key Stage 2 pupils who worked together well when writing play-scripts based on 'The Wind in the Willows'.
19. Pupils' personal development continues to be good. The school provides good opportunities for pupils to show initiative and take responsibility and the pupils demonstrate that this trust is well placed. Social skills and self-discipline are developed from the time of entry to the school. Older pupils regularly help the younger ones in a range of different ways at lunch times and in the playground. All pupils are eager to be involved in fund raising for charities. Pupils regularly perform useful tasks in the classroom and around the school. For example, older pupils act as milk monitors and help a group of parents who run a weekly tuck-shop. Class rules are devised by the children who show a good understanding of how they should behave in school.
20. Attendance at the school continues to be satisfactory. Pupils are pleased to come to school and punctuality is good. This enables lessons to start promptly at the beginning of the day.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is never less than satisfactory with 41 per cent of lessons being good and six per cent being very good. Teaching is satisfactory for children under five and at Key Stage 1 and most teaching at Key Stage 2 is good. This represents a considerable improvement from the time of the last inspection when 19 per cent of teaching was unsatisfactory with most of this being at Key Stage 2. Most parents are pleased with the quality of teaching at the school and the way pupils learn. The quality of teaching is good in science where teachers make lessons meaningful, relevant and fun by carrying out investigations that build on pupils' previous scientific knowledge of the world in their everyday lives. This helps pupils to remember what they have been taught.
22. Throughout the school, teachers have good relationships with the pupils, manage them well and provide good encouragement. This helps them to improve their work. For example, in a science lesson, pupils' suggestions about what the identity of a mystery substance were considered carefully by the teacher. Pupils were given good opportunities to explain some of their less obvious ideas and this helped them to develop a clearer understanding of their findings. Lessons are well organised so that no time is wasted finding resources. Learning support assistants are used effectively and their skilful support is particularly helpful for pupils with special educational needs.
23. At the start of lessons teachers make sure pupils are clear about what they are expected to

learn and this helps to focus their attention. This is particularly effective at Key Stage 2, where the teacher returns to the aims of the lesson several times as the lesson unfolds thus maintaining the pupils' concentration. At Key Stage 1, the teacher uses particularly effective ways of teaching the pupils in science and design and technology. The 'hands on' practical approach helps pupils learn well because they enjoy taking part in the fun activities.

24. At Key Stage 2, thorough and clear teaching of knowledge, skills and important vocabulary ensures that pupils learn at a quick rate. This is especially important since pupils have gaps in their knowledge due to inconsistent teaching in the past. There are high expectations of what pupils should achieve and a good mix of activities makes learning interesting. The involvement of the pupils in considering what they need to learn in the next lesson helps them effectively to remember what they have already learnt. Interesting homework is carefully selected to support pupils' learning and this makes a positive contribution to pupils' progress. For example, as part of a design and technology project on suitable packaging Key Stage 2 pupils were asked to design and make an egg carrier. Pupils produced a wide range of interesting styles and techniques showing how they had been inspired by the task. Parents are pleased with the work pupils are asked to complete at home and support their children well.
25. The skills of literacy and numeracy are taught satisfactorily overall. Pupils are given plenty of opportunities to use their literacy skills to support their work in other subjects. For example, in history, Key Stage 2 pupils write letters showing a clear understanding of life for working class people in Victorian Britain. Key Stage 1 pupils use clipboards during science investigations to record their findings. However, there are inconsistencies in the teaching spelling and this has resulted in a weakness in spelling throughout the school. There are limited opportunities for pupils to use their numeracy skills in lessons other than in mathematics with few examples of graphs and charts being used to show results from investigations in geography and science.
26. An advisory headteacher from the local education authority provides valuable support in the teaching of information and communication technology. This specialist teaching means that pupils in Years 5 and 6 have good opportunities to extend their interest and learning in the subject. In addition a skilful volunteer teaches pupils music throughout the school.
27. The quality and use of teachers' day-to-day assessments is unsatisfactory, overall. This is because of the variable quality of teachers' marking. It is least effective at Key Stage 1 when pupils are not shown what they need to learn next. This means that work is not always planned to meet the needs of older, higher attaining pupils and those with special educational needs. In contrast, teachers' planning at Key Stage 2 effectively takes into account pupils' prior attainment, making appropriate use of the information gained from ongoing assessments of pupils' learning.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

28. The curriculum is satisfactory overall. There are many good features but also some significant weaknesses. The key strength is the excellent links that have been established with the local community. An exciting initiative has led to a full survey of how the school and the community can work together and many worthwhile projects have been developed. These benefit both adults and pupils. For example, a local pottery expert runs an adult class in the school one afternoon a week and after school the adults run a club for the pupils. Adults in the pottery class have taken pupils' ideas from clay models and are enlarging them to make seats and sculptures for the school playground. The school regularly contributes news to the parish newsletter and the local minister visits the school each week to lead an assembly.
29. A very good range of clubs, visits and visitors makes the curriculum interesting and meaningful. This is an improvement since the last inspection when extracurricular activities were limited. For example, a recent visitor spoke to the pupils about what it was like to live as a Victorian and this brought the topic to life for the pupils.

30. The school has very close links with the local pre-school, secondary school and other small primaries in the area. Members of staff regularly visit the pre-school and new children spend several sessions at school before transferring. Expensive resources such as 'big books' for literacy are shared. Members of staff regularly attend shared training sessions such as a poetry writing course with colleagues from primary and secondary schools. This strengthens relationships between the schools. The school is used to host local football tournaments and pupils have ample opportunity to take part in competitive sports.
31. The main weaknesses in the curriculum are the provision for physical education and for children in the reception year. These are due to the unsatisfactory accommodation at the school. There is insufficient headroom in the hall for Key Stage 2 physical education lessons and nowhere to fix or store gymnastics equipment at the school. This means that apart from some climbing opportunities for younger children on a rustic climbing frame in the school grounds, this aspect of physical education is not provided and does not meet statutory requirements at either key stage. Children in the reception year are taught in the same class as Key Stage 1 pupils and there is limited space to provide the range and choice of activity desirable for this age group, which means that their curriculum is unsatisfactory. The curriculum meets statutory requirements in other subjects, including religious education. This is an improvement from the time of the last inspection when requirements were not met in design and technology, geography and history. However, the time allowed for the teaching of music is too low to allow previous weaknesses in pupils' learning to be addressed.
32. The introduction of the literacy and numeracy projects is beginning to have a positive impact on raising attainment. However, the spelling aspect of literacy is not supported well enough in teachers' planning and this aspect is unsatisfactory. Effective support for the school from the local education authority, particularly in providing training for teachers, has helped the school to improve the provision in mathematics.
33. Individual education plans for pupils with special educational needs are of good quality. They set clear and realistic targets and provide helpful information on how pupils are to be supported in class. This means that these pupils receive an appropriate curriculum that meets their needs.
34. At the time of the last inspection planning for the curriculum was unsatisfactory. This aspect of the schools work is now satisfactory overall. The school uses suitable approved schemes of work to support teachers' planning in all subjects. An appropriate whole school curriculum framework has been shared with parents and this shows what topics are to be covered each term. Teachers discuss their plans together to help develop ideas further. However, some subjects such as geography are only covered in detail once a year. This is insufficient for gaps in pupils' learning to be covered.
35. Planning for children in the reception year has improved since the last inspection and is now more detailed. However, planning is not yet linked closely enough to the objective and activities identified in the national 'early learning goals', which form a major part of the reception year curriculum. This has the greatest impact on the learning of less able children who would benefit from access to a wider range of practical activities.
36. There is good provision for pupils' personal, social and health education. Provision for personal development has improved since the last inspection. Parents are very positive about this aspect of the school's work. Appropriate opportunities are given for older pupils in sex education and to learn about the dangers of drug misuse.
37. Pupils are provided with suitable opportunities to develop spiritual awareness and to respect the values and beliefs of others. In science lessons, pupils are helped to appreciate the wonder of life. Assemblies provide opportunities for prayer and quiet reflection.
38. Social development and moral development are well promoted. Pupils are successfully taught

to care for each other and they enjoy sharing each other's achievements in weekly assemblies. There is a good emphasis on teaching moral values and the difference between right and wrong. For example, in one assembly a story was used to demonstrate how being proud and selfish will not help you to make and keep friends. Pupils are successfully encouraged to become involved in devising rules for their classes and this helps them to behave well.

39. There are good opportunities to learn about various cultures. For example, internationally famous actors, musicians and artists run workshops at the school. This gives pupils a clear insight into what life is like in a typical Indian village. Pupils learnt Indian dances and made colourful pictures using authentic designs. Stories told in assembly further extend pupils' knowledge of various traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school continues to provide appropriate support and guidance for its pupils and effectively promotes their welfare, health and safety in a caring, stable and secure environment.
41. The school has good procedures to monitor attendance. Parents respond well to explaining any absences and unauthorised absence is very low.
42. Care is taken by all the staff to ensure that pupils enjoy school and during the time of inspection behaviour was good. All members of staff continue to promote good standards of behaviour and act as good role models. Pupils have a good understanding of what sort of behaviour is expected and try hard to achieve this. Class rules are prominently displayed and are followed consistently. Teachers use good strategies to promote good behaviour, which include 'smiley faces' in a reward book. The school has a family atmosphere, where older pupils are pleased to help younger pupils and members of staff are always on hand to ensure a good atmosphere of respect and care. Pupils respond well to this approach.
43. The school has well-developed links with appropriate agencies, particularly in the area of special educational needs. These help to supplement the provision already available at school. Pupils with statements of special educational need are given good support and are integrated into the work and life of the school.
44. Procedures for assessing pupils' attainment and progress are satisfactory. At the time of the last inspection assessment procedures were unsatisfactory but the headteacher has recently introduced new procedures for monitoring pupils' attainment. All pupils are tested in English, mathematics and science at the end of each year and test results are used to help decide what pupils should achieve at the end of the next year. Individual targets are discussed with pupils and parents, and have been used effectively as a first step to improve attainment. Children are assessed when they start school. Teachers keep a daily lesson assessment sheet and spelling and reading tests are given and the results recorded.
45. The procedures for monitoring and supporting pupils' personal development are good. All members of staff at the school know the pupils well; they value every pupil at the school. This total care was noticeable when the head teacher briefed the part-time class teacher about the pupils' personal needs as she joined the class for her teaching time.
46. Effective child protection procedures are in place and members of staff have a high regard for pupils' well being, health and safety. A complete risk assessment has been undertaken and findings have resulted in appropriate improvements being made where necessary. All staff and teachers at the school have undertaken first aid training although a designated first aider has not been appointed. Minor accidents are dealt with in a professional way.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school has a good partnership with parents. Most parents are happy with the work of the school and feel that it has improved since the appointment of the present headteacher. In the

pre-inspection questionnaire most parents indicated that they are happy with the school. Parents interviewed during the inspection were very supportive to the work of the school. They indicated that teachers are approachable and will listen to parents' concerns and said that their children enjoy coming to school.

48. The school values its strong links with parents and provides parents with good information about its work. A regular newsletter is produced and contains full information of current and future events at the school. The school produces good quality annual reports on pupil's progress. These are very detailed and give good information on what pupils can do as well as what they need to improve in the future. Arrangements for parents to meet formally with teachers are satisfactory. The school organises regular parent/teacher consultation evenings. These are well attended. In the spring term, the school holds meetings to talk to parents about the expectations of annual teacher tests and national tests. These events help to increase the parents understanding of how the school works.
49. The school is very well supported by its 'Friends Association', which provides a very good programme of social and fund raising events. Funds have provided good resources including a television, video and a sound system. Funds have been provided for books to support learning in the school.
50. Parents are pleased with the regular and imaginative homework set for their children. A home-reading diary encourages parents to communicate with school and teachers respond well to any points that may be raised. The 'Rural Community Initiative' has increased the involvement of parents in the life of the school. For example, they visit school for pottery classes.
51. Although there are few parent-helpers in class, parents help the school in other ways. Volunteers help with clubs and a small group of parents run a weekly tuck shop, which raises funds for the school. All of these activities contribute well to the life of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management of the school have improved significantly since the last inspection. The school is now very well led and managed by the recently appointed headteacher. Weaknesses in the management of the school have been fully addressed. The headteacher has been very successful in establishing a caring ethos, with a very strong and effective emphasis on pupils' personal development. Parents are very happy with the leadership of the school and feel that it has improved in the last two years.
53. The headteacher and classroom teachers have established an effective working relationship, with individual strengths well utilised. The headteacher has a clear understanding of what the school needs to do to improve standards and has already made many changes to ensure that such improvements takes place. There is a very clear direction to the work of the school and a strong commitment to further improving the school. This desire to improve further is shared by the governing body and all members of staff.
54. The headteacher has significantly improved strategies for monitoring the work of the school since the last inspection. Detailed records of individual pupil's progress are kept and these are used effectively to set targets for improving pupils' attainment. The headteacher monitors all planning as well as teachers at work in the classroom. This monitoring has been effective in identifying what teachers are good at and where they need to improve. Where weaknesses are identified training and support is provided. The local authority has been very supportive in this area, providing additional training funds over the last 16 months. This has helped to improve the quality of teaching in the school.
55. Curriculum management is sensibly shared between the three teaching members of staff and they support each other well. The literacy co-ordinator has been involved in monitoring and supporting colleagues in the classroom and this has been effective in identifying areas for

improvement. Good links have been established with the 'cluster' group of local small schools who support each other well as share expertise where possible.

56. Since the last inspection, the headteacher and governors have developed the school's long-term planning. This is reflected appropriately in the school development plan, which is satisfactory. It sets a clear agenda for school improvement. Targets for improvement are appropriate and there are realistic time-scales given the size of the school and the teaching commitment of the headteacher.
57. Governors are very supportive of the school's work and they share the headteacher's commitment to developing the school. Over the last two years, all governors have been very proactive in ensuring the school's future. They have been the driving force behind the introduction of the 'Rural Community Initiative' that has been so successful over the last year in improving the school's profile in the local community.
58. The chair of governors has a good understanding of the school's strengths and weaknesses based on regular visits to school as well as detailed discussions with the headteacher. Monitoring of the school by other governors is less well developed and has been identified by the school as an area for improvement. Governors need to develop a better understanding of where the school needs to improve further. There are several committees that meet regularly and perform useful roles and the governing body fulfils its statutory duties.
59. Finances are well managed by the headteacher and the school secretary. Financial planning by the headteacher and governing body is thorough. Spending is clearly targeted on raising standards. For example, the school has recently focused spending on English resources aimed at improving the attainment of boys.
60. The school uses specific grants appropriately. For example, the element of the budget allocated to special needs is used effectively to provide additional staffing. Parents make a significant contribution to the financial security of the school. The money they raise is spent well to improve resources or accommodation. Parental contributions recently paid for the new books and equipment. The school has begun to apply the principles of 'best value' to its work, for example by ensuring that quotations are obtained before purchasing resources. However, this is underdeveloped because governors are not yet comparing the school's performance with schools that have similar costs per pupil.
61. The school is staffed with a suitable number of teachers and a good number of support staff. Learning support assistants make a good contribution to pupils' learning, particularly when working with pupils with special educational needs.
62. Accommodation is unsatisfactory. Although the building is well maintained and kept clean, it does not enable the foundation stage and National Curriculum to be taught. This has a negative impact on learning in physical education where pupils in Key Stage 2 do not learn any gymnastics and in the reception year where the lack of space makes it difficult to teach all aspects of the early years' curriculum. The library is used effectively to support learning and there is now a suitable book corner in the infants' class. This was identified as a weakness in the last inspection report.
63. Resources are satisfactory and are adequate for topics currently being taught. The headteacher has identified significant shortfalls in some areas, and has identified how resources will be improved over time, as money becomes available. Weaknesses identified in the last inspection have been rectified. For example, the range and quality of English resources has improved. There is now a good range of dictionaries and thesauruses that are used effectively in lessons to support learning.
64. Excellent use is made of the local community to help pupils in their work. A good range of visits and visitors make a significant contribution to the work of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Further raise pupils' standards of attainment by
 - Maintaining the good quality of teaching in Key Stage 2;
 - Ensuring that work is planned that always meets the needs of all pupils, particularly in English and mathematics and for higher attaining pupils in Key Stage 1;
 - Ensuring that marking and other forms of assessment are used consistently in Key Stage 1 to identify what needs to be taught next;
 - Reviewing the organisation of the curriculum so that more time is allowed for the teaching of geographical and musical skills on a regular basis.
 - Give pupils more opportunities to develop their numeracy skills in subjects other than mathematics;
 - Continuing to focus on improving the way older pupils present their work.

(Paragraphs 3, 4, 7, 8, 11, 16, 21, 25, 27, 31, 32, 85, 86, 96, 98, 101, 102, 103, 107, 110, 127, 138, 142)

- Improve the school's strategy for teaching spelling to the pupils by
 - Ensuring that the strategy for teaching spelling is followed consistently;
 - Ensuring spelling skills are taught in a logical sequence and that pupils understand the difference between the name of a letter and the sound it makes
 - Encouraging pupils to spell for themselves so that they do not become over-reliant on the teacher
 - Making greater links between the teaching of spelling and handwriting in Key Stage 1.

(Paragraphs 7, 25, 27, 93, 94, 96, 98)

- Ensure the delivery of the statutory curriculum in physical education and for children in the foundation stage by
 - Liaising with the local authority and other relevant funding agencies to seek possible ways of improving the quality of accommodation
 - Reviewing the current use of space within school.

(Paragraphs 10, 28, 31, 62, 67, 147)

In addition, the following areas for improvement should be considered for inclusion in the action plan. These refer to weaknesses identified in paragraphs 35, 58, and 68

- Develop the role of governors in monitoring the work of the school
- Identify links with the objectives of the foundation stage curriculum when planning work for children in the reception year

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	41	53	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	47
Number of full-time pupils eligible for free school meals	4
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	16
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	2	2	4
	[1999]	[0]	[4]	[4]

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	4	4	8
	[1999]	[0]	[2]	[2]

Test results for pupils at the end of Key Stage 1 and Key Stage 2 have been omitted because of the small number of pupils taking the tests in 1999 and 2000.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	47
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	21.4
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	77.8

Financial information

Financial year	1999/2000
	£
Total income	135900
Total expenditure	130620
Expenditure per pupil	2722
Balance brought forward from previous year	5171
Balance carried forward to next year	10451

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	47
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	35	54	11	0	0
Behaviour in the school is good.	35	62	3	0	0
My child gets the right amount of work to do at home.	27	65	8	0	0
The teaching is good.	54	35	4	7	0
I am kept well informed about how my child is getting on.	50	39	4	7	0
I would feel comfortable about approaching the school with questions or a problem.	65	38	7	0	0
The school expects my child to work hard and achieve his or her best.	58	38	4	0	0
The school works closely with parents.	62	27	0	7	4
The school is well led and managed.	73	27	0	0	0
The school is helping my child become mature and responsible.	58	38	4	0	0
The school provides an interesting range of activities outside lessons.	62	34	0	4	0

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. At the time of inspection there were seven children in the foundation stage (the reception year) of their education. They are taught in the infants' class alongside pupils in Years 1 and 2.
66. Children's attainment on starting school in the reception year has improved over the last three years and is now above average. This is confirmed by teacher assessments made in the children's first few weeks at school. Children in the reception year are on target to exceed expectations for their age in the 'early learning goals' of personal, social and emotional development, communication, language and literacy and mathematics. In knowledge and understanding of the world, physical development and creative development, children are on target to attain standards that are appropriate for their age.
67. Whilst children are making satisfactory progress, learning is hindered by the unsatisfactory accommodation. The teacher works hard to compensate for the limitations of the accommodation and has succeeded in creating an attractive classroom. However, currently it is not possible to teach a full early years' curriculum. There is a lack of space and only limited access to the small outdoor play area. As a result, it is difficult to set up a full range of activities at any one time and children get few opportunities to make choices about where they are going to work. Role-play activities such as the well thought out 'hospital' are not fully utilised because the noise from children working in these areas is distracting for older pupils.
68. Children's standards of attainment are higher than those found at the time of the last inspection. This is largely due to the improved attainment on entry to school but also because of the more detailed planning which now takes greater account of the needs of children in the reception year. However, planning is not yet linked closely enough to the objective and activities identified in the national 'early learning goals', which form a major part of the reception year curriculum. This has the greatest impact on the learning of less able children who would benefit from access to a wider range of practical activities.
69. Assessment of children's attainment and progress is satisfactory. Assessments are made when children start school, and this information is beginning to be used effectively to identify what individual children need to learn next. The teacher keeps appropriate records of children's progress, and uses this information in order to ensure that activities largely build on children's previous learning.
70. There is good liaison between the school and home when children start school. Parents are welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start. These activities help them to settle into school quickly.

Personal, social and emotional development

71. Children make good progress in this area of learning because of the good quality teaching. The teacher is calm, caring and patient and has a good knowledge of both the social and educational needs of individual children. Children's behaviour is well managed with good use made of praise to develop self-esteem. Throughout all areas of the curriculum, the teacher and learning support assistants ensure that children are encouraged to become independent, to relate well to each other and to behave sensibly. As a result, children become confident and secure individuals. Children with special educational needs, including those with statements, are involved in all activities and quickly improve their confidence and their social skills.
72. Children are enthusiastic about school and try hard in all their activities. They show respect for property, as well as care and concern for each other and develop a good understanding of the

difference between right and wrong. Children are often expected to get resources out without adult help and they happily tidy away at the end of an activity. As a result, levels of independence in the reception year are good.

Communication, language and literacy

73. The good progress made in developing speaking and listening skills is a particularly strong feature of learning with this aspect of the curriculum being taught consistently well. The teacher gives children many opportunities to talk and listen in structured situations.
74. In other aspects of this area of learning children make sound progress. Good use is made of learning support assistants to work with children and to provide them with suitable activities that will develop language skills. They work frequently with children in the hall, working on activities that would be too noisy for the classroom. For example, children were given good support when devising actions to go with the song 'London's burning'. The support enabled them to make good progress. When working in the 'hospital', children successfully use 'props' to act out stories.
75. Children enjoy listening to stories and respond appropriately, joining in with the teacher when they recognise a text. They participate confidently in discussions and speak confidently to adults and to each other in small or large groups.
76. The teaching of reading and writing is satisfactory and work is carefully planned. However, on occasions, work is not matched closely enough to the needs of all pupils. This happens most often when children are all doing the same activity. The writing area in the 'hospital' is used well by children and the teacher gives children suitable opportunities to use print and drawing as a means of communication. As a result, children develop a positive attitude towards reading and writing. They are very enthusiastic and are always willing to record their ideas on paper, sometimes using recognisable words or letters. Children enjoy books, handle them with care and accurately retell a simple story. Most children are beginning to read simple texts and can accurately talk about the events in the story.
77. Homework makes a good contribution to children's learning, especially in the development of reading skills.

Mathematical development

78. Children start school with good levels of attainment in mathematics. They make sound progress in extending skills and understanding. Many children recognise numbers to ten, with some higher attaining children recognising higher numbers. When working orally, higher attaining children can work out 'one more than' a given number. Children enjoy playing simple number games on the computer and use appropriate mathematical language such as 'bigger than' and 'smaller than'.
79. The teaching of mathematics is satisfactory. Mathematical concepts are often taught in a practical way that involves the children and promotes good learning. For example, children happily learn number rhymes when working with a learning support assistant. The teacher effectively encourages independent thinking by asking challenging questions when children in the reception year are sitting with other pupils in Years 1 and 2 at the start of numeracy lessons.
80. Children in the reception year largely work together. Whilst this is an appropriate method of classroom organisation, they are often working on the same task. This means that on occasions work is not sufficiently matched to the needs of all children, being either too hard or too easy for higher or lower attaining children. As a result, children do not always acquire new skills as quickly as they should.

Knowledge and understanding of the world

81. Pupils make sound progress in this area of learning and develop an appropriate range of skills and knowledge. Activities are carefully planned and the practical focus in work means that learning is made purposeful and fun. Children respond well to this and concentrate well in lessons. This was seen to good effect in a lesson about the '5 senses'. The activity involved children in guessing what an unseen object was by using one of their senses. Children participated enthusiastically and made good suggestions about what the object was. During this lesson, children made good gains in knowledge.
82. Children understand what sea-shells are and explain why they are found in water. They know what plants need to help them grow and have a basic understanding of the life cycle of humans. They understand that things change over time and can talk about recent past events in their own life. Children confidently use the computer to play simple mathematical games, for example making patterns or counting different sets of objects.

Physical development and creative development

83. No lessons in physical or creative development were timetabled during the inspection. As a result, it is not possible to make a judgement about the quality of teaching. However, these are the areas of the curriculum where the limitations of the accommodation have the greatest impact on learning. Children get little opportunity to work outside or to develop their physical skills quickly. This is largely because there is not enough room in the classroom to set up a full range of physical activities. Whilst the school has some large 'sit and ride' toys, these were not in use during the inspection. Nevertheless, when playing at playtime and lunchtime, children display satisfactory physical skills. They move with confidence around the playground and show good co-ordination when running and jumping.
84. Opportunities for children to work creatively in the classroom are less than is usual in the reception year because of the lack of space. However, a scrutiny of children's previous work indicates that children make sound progress in creative development. They are given appropriate opportunities to explore colour and space when painting. They draw interesting self-portraits. Children enjoy singing and join in with enthusiasm when making music in the classroom or in assembly. They confidently play a range of musical instruments to accompany their singing.

ENGLISH

85. Pupil's standards of attainment are lower than at the time of the last inspection in most aspects of the English curriculum. Whilst pupils are now making satisfactory progress in Key Stage 1 and good progress in Key Stage 2, attainment in writing in both key stages and in reading in Key Stage 2 is lower than it should be.
86. By the end of Year 2, pupils' attainment is average in reading. In writing, where spelling is particularly weak, pupils' attainment is below average. Most pupils are on target to achieve the expected Level 2 in reading. However, a lack of challenge in some work for higher attaining pupils means that few are likely to achieve above Level 2 in reading or writing.
87. National test results are unreliable indicators of the overall standards of pupils' attainment in a school of this size due to the very small number of pupils taking the tests in each year. As a result, the number of pupils with special educational needs in a particular year can significantly affect results.
88. Test results at the end of Year 2 show that there has been a great variation from year to year, but over time standards have been below average in writing when compared with all schools and with similar schools. In reading, in Key Stage 1, standards over the last three years have ranged from well above average to below average according to the number of pupils with special educational needs in a particular year group.

89. By the end of Year 6, pupils' attainment is below average in English. However, observations of lessons and a scrutiny of work shows that pupils in Key Stage 2 are now learning well. They are quickly learning new skills although previous disruptions to their education mean that there remain huge gaps in their knowledge. As a result, pupils' standards of attainment are not as high as they should be and few pupils in Years 5 and 6 are on target to achieve the expected Level 4 by the end of Year 6.
90. National test results at the end of Year 6 confirm that standards have been much lower than is normal for this type of school in English. Test results also show that boys consistently achieve less well than girls. This continues to be the case, with a high number of boys in Key Stage 2 on the special educational needs register. The school has begun to address the issue by improving the suitability of resources and considering how learning can be made more purposeful for boys.
91. Pupils achieve well in speaking and listening in Key Stage 1, with standards of attainment above average. Many younger pupils are very articulate and speaking and listening skills are effectively promoted in class and in other activities. Pupils are given appropriate opportunities to perform in front of an audience. Pupils in Year 1 and 2 make good progress and begin to speak confidently in a range of situations. For example, they accurately describe things that happen in their lives when talking to an adult and participate happily in group discussions. They listen carefully to the views of others. By the end of Key Stage 2, standards are satisfactory. Pupils in Years 3,4, 5 and 6 are given good opportunities to take part in debates and drama activities and they present talks to other members of the class. However, they are less confident when speaking in small groups and do not always convey their ideas clearly.
92. Throughout the school, pupils are better at reading than at writing. In both key stages, pupils are given good opportunities in group reading sessions in literacy lessons to share books and read to each other and an adult. They do this confidently and use an appropriate range of strategies to read unknown words. For example, they look at the pictures and try to guess the word from the context of the sentence. However, not even higher attaining pupils are confident about using their knowledge of the sounds letters make to 'sound out' an unknown word. Pupils enjoy talking about the books they are reading. Higher attaining pupils explain clearly why they enjoy particular types of books.
93. In Years 3,4, 5 and 6 pupils continue to enjoy reading and they improve their ability to sound out unknown words. However, they often read text without fully understanding what they have read and they have poorly developed comprehension skills. So whilst they can read a text, their level of understanding is limited. This is particularly apparent amongst older boys and pupils who are on the special needs register, with some of these pupils reading books that do not retain their interest and are too difficult for their level of understanding.
94. Pupils are given good opportunities to write for a range of purposes in both key stages. In Key Stage 1, pupils confidently write stories, poems and descriptions. As they get older they improve the structure of their sentences and begin to use punctuation more accurately. However, many pupils in Year 2 still make errors when using capital letters and full stops and this will limit the number of pupils achieving the higher Level 3 in the end of year national tests. Although pupils have a good vocabulary when speaking, this is less apparent in their writing. Their lack of confidence in spelling means that they are not adventurous in deciding which words to use in their writing.
95. The variety of writing develops well in Key Stage 2 and pupils produce some interesting pieces of work. Pupils are beginning to be confident about putting their ideas on to paper and are successfully encouraged to do so by the teacher. Writing tasks are varied and interesting and are well linked to learning in other subjects. Pupils with special educational needs are well supported by learning support assistants. This enables them to participate fully in lessons and, as result, they improve their writing skills at a satisfactory rate.

96. Throughout the school, pupils' spelling and handwriting skills are weaker than they should be. A lack of structure and consistency in these aspects of the curriculum in the past means that pupils have not learnt as well as they should. The teacher in Key Stage 1 does not always expect pupils to spell words independently and as a result they become over-reliant on adult support and do not develop confidence. Many pupils are still confused about the difference between the *name* of a letter and the *sound* made by a letter. This means that when they try to spell out words they are easily confused and, as a result, even words that follow common spelling patterns are often spelt incorrectly. In Key Stage 1, pupils' handwriting lacks consistency and on many occasions letters are formed inaccurately. A more consistent approach to the teaching of handwriting in Key Stage 2, with handwriting and spelling carefully linked, means that there are some improvements amongst older pupils. This is most apparent amongst pupils in Years 3 and 4, where many pupils are beginning to write in a consistent and joined style. However, pupils in Years 5 and 6, do not present their work as neatly and are less successful at applying the handwriting styles they have been taught to their everyday writing.
97. The quality of teaching has improved since the last inspection and is now satisfactory at Key Stage 1 and good in Key Stage 2. However, the many recent improvements in teaching have not been in place long enough to significantly raise attainment, particularly amongst older pupils in Key Stage 2. In all classes, lessons are well organised. Homework is used imaginatively to support learning. As well as reading regularly at home, pupils are given additional homework tasks that help to develop home-school links and consolidate pupils' learning.
98. A strength of teaching in Key Stage 1 is the way that all pupils are involved in whole class activities at the start of literacy lessons. The teacher is very careful to include all groups in discussion, including pupils with special educational needs, through careful use of questioning. Resources are used effectively to make lessons interesting and pupils are encouraged to read carefully and accurately when sharing a text. However, group activities are not always accurately matched to the ability level of pupils. As a result, on occasions, the learning of higher or lower attaining pupils is slower than it should be. The Key Stage 1 teacher manages behaviour well and her good relationship with pupils motivates them and encourages them to do their best. The attitude of pupils to their work is good and in most lessons there is a calm and purposeful working atmosphere.
99. In Key Stage 2, there is a closer match of work to the ability level of pupils, although, even here, there are occasions when the work is too hard for pupils who have special educational needs. Lessons are well organised and good use is made of resources to stimulate interest. Pupils are encouraged to use information and communication technology in lessons, for example to word-process a piece of writing. The literacy strategy is carefully followed and an appropriate emphasis is given to the teaching of handwriting and spelling skills. This is having the greatest impact on pupils in Years 3 and 4 who have not already acquired 'bad' habits. The teachers in Key Stage 2 have good expectations of what pupils should achieve in lessons. They introduce pupils to a range of texts when reading and give them good opportunities to write for a range of reasons. All of these factors help to motivate pupils and make learning purposeful. The good behaviour management by teachers means that pupils work sensibly at all times, for example, when working collaboratively on writing play scripts. In Key Stage 2, the end of literacy lessons are used effectively to encourage pupils to identify what they have learnt.
100. A good feature of teaching throughout the school is the support given by learning support assistants who are extremely valuable members of the 'teaching team'. They are well trained and well informed. They often work with pupils on the special needs register and, when this is the case, the pupils make good progress.
101. Procedures for assessing pupils' attainment and progress are satisfactory. This represents an improvement since the last inspection, although many developments are very recent. The school is now making good use of a range of assessments to test pupils' learning from year to year. This data is also usefully being used to set targets for the end of each year. However, the quality of teachers' marking is variable. It is most effective at Key Stage 2, where it often identifies what has been achieved and how work could be improved in the future. In Key Stage

1, the link between what has been achieved and the teachers' planning of future work is not always apparent, and at the moment, the teacher makes insufficient use of information gained through marking to decide what need to be taught next.

MATHEMATICS

102. Pupils' attainment is broadly average by the end of Year 2 and they make satisfactory progress. National curriculum test results over the last three years have been below the national average. However, national test results are unreliable indicators of the overall standards of pupils' attainment in a school of this size due to the very small number of pupils taking the tests in each year. As a result, the number of pupils with special educational needs in a particular year can significantly affect results. Attainment and progress are now similar to that found at the time of the last inspection.
103. Pupils' attainment at the end of Year 6 is below average. National curriculum test results in 2000 are very low. Pupils are now making satisfactory progress in lessons and over the last year. However, due to a very high turnover of staff and the previous lack of a structured approach to curriculum planning they have not achieved as well as they should over time. Pupils' attainment is not as high as it was at the time of the last inspection when it was above average. They lack confidence in using a range of strategies to help them solve problems and in setting out their findings in charts and graphs and have a limited understanding of number bonds, and place value in decimals.
104. As at the time of the last inspection, pupils are keen and attentive and concentrate well. However, older pupils do not always set out their work neatly and this can result in careless mistakes being made. For example, some pupils did not draw lines the correct length when following a set of instructions. The squares in the exercise books for younger pupils are too small and this means they cannot develop good habits in setting out sums correctly.
105. The quality of teaching is satisfactory at both key stages. Weaknesses in teaching identified at the time of the last inspection have been successfully removed. In Key Stage 1, lessons are now of an appropriate length and there is a balance between practical and written work. In Key Stage 2, planning is detailed, showing a good awareness of pupils' needs and pupils are given appropriate time to complete tasks.
106. Throughout the school, learning support assistants continue to work effectively with pupils with special educational needs. Teachers prepare well for lessons and this means that little time is wasted finding resources once pupils are working. They have good relationships with the pupils and explain clearly the expectations for each lesson. The mental mathematics session is used particularly well at Key Stage 1, with all age groups being given appropriate questions at a quick pace. This maintains pupils' interest and makes them think quickly. Particular strengths at Key Stage 2 are the way pupils are encouraged to become involved in considering what they need to learn next and the clear teaching of strategies that pupils can use to support their learning during group work.
107. The inconsistent use of marking at Key Stage 1 means that the teacher does not always provide work that meets the needs of all pupils, especially the older, higher attaining pupils and those with special educational needs. At Key Stage 2, the wide range of pupils' needs are not always successfully met in mental mathematics sessions. Despite specific questions being given for lower attaining pupils much of the work at this time is too difficult and they lose concentration. Pupils are not expected to think through why they have made certain calculations in their work.
108. The school successfully follows the national numeracy strategy and this has improved planning for the subject and ensures that pupils cover the full range of mathematical topics. This was previously unsatisfactory. The school has received intensive support from the local authority to help raise standards in the subject and this has been effective in improving teachers' knowledge of the subject. New developments, such as the satisfactory assessment arrangements, have

not been in place long enough to have had a significant impact on pupils' attainment at the end of Key Stage 2, but younger pupils are now developing a satisfactory knowledge and understanding.

SCIENCE

109. Pupils' attainment is average by the end of Year 2, with their knowledge and understanding of life and living processes being above average. Pupils make good progress, especially in learning about their own bodies. Attainment and progress is similar to that found at the time of the last inspection.
110. Pupils' attainment is well below average at the end of Year 6. Standards are lower than they should be due to the many changes of teacher and a lack of structure to planning and assessment procedures. Pupils are now making good progress and have a thorough knowledge and understanding of the topics covered by the present teacher. For example, they have a clear understanding of the part soil plays in enabling certain plants to grow. Attainment is lower than at the time of the last inspection when it was average with weaknesses in pupils' skills in carrying out investigations. Pupils now have a better understanding of the need for fair testing and are developing confidence in making predictions about what might happen during an investigation. However, they have little understanding of different ways of presenting information such as in graphs and charts.
111. As at the time of the last inspection, pupils have good attitudes to the subject. Pupils at Key Stage 1, share resources sensibly when identifying various substances using their senses of touch and smell. They are enthusiastic and confident when suggesting what the mystery substances might be. However, some pupils in Years 5 and 6 have not developed the ability to work sensibly without adult support and stop working if not prompted. Some of their written work is untidy with poor spelling.
112. The quality of teaching is good throughout the school. This is an improvement from the time of the last inspection when it was satisfactory. At both key stages, teachers write clear plans and explain carefully to the pupils what they are expected to learn in the lesson. Resources are well prepared so that no time is wasted in lessons. Pupils' attention and interest is successfully held. At Key Stage 2, new facts are taught clearly and scientific vocabulary is promoted carefully. This has a positive impact on pupils' ability to remember what they have been taught. At Key Stage 1, fun, practical activities capture pupils' interest and enable them to concentrate for long periods of time. For example, pupils spent a long time listening to sound effects on a tape recorder and suggesting what the sounds were. Discussions at the ends of lessons are used effectively to share information about what pupils have discovered. Praise supports pupils in their learning well and encourages them to ask and answer questions.
113. Throughout the school, pupils are given insufficient opportunity to consider and use various ways of presenting information once they have collected it.
114. The school follows a recommended scheme of work to ensure that all aspects of the national curriculum are fully covered. There was no scheme of work and inadequate planning at the time of the last inspection and this means that pupils in Years 5 and 6 have not yet covered all topics in sufficient depth and there are considerable gaps in their knowledge. Procedures for assessing pupils' attainment and progress have improved, although marking at Key Stage 1 does not always identify how work could be improved. In Key Stage 2, work is marked in a way that is informative to both the teacher and the pupil. Appropriate use is made of this information to help decide what needs to be taught next.
115. Pupils at Key Stage 2, use the computer to discover more about the topics they are studying. The literacy skills of pupils are used effectively. For example, at Key Stage 1, pupils recorded their findings from the experiment by listing the mystery substances and describing them to each other.

ART AND DESIGN

116. Pupils attain satisfactory standards in art by the end of Year 2 and Year 6. As at the time of the last inspection, they make good progress in developing a range of interesting techniques. For example, older pupils make interesting animal sculptures from off-cuts of wood and detailed observational drawings of World War 2 memorabilia. Their representations of Tudor 'knot gardens' show interesting three-dimensional effects. Younger pupils make well-observed portraits of their friends. Parents are pleased with the quality of artwork produced.
117. Pupils continue to have good attitudes towards the subject and behave well. However, some older pupils lack confidence in taking risks in their work and in being trying out new ideas. Most pupils enjoy making pictures. For example, Key Stage 2 pupils concentrated well when making a photographic montage in the style of David Hockney.
118. Teaching in the one lesson observed was good. Teaching was also found to be good at the time of the last inspection. This is largely due to the expertise of the subject co-ordinator. She shares her knowledge with the pupils effectively, giving helpful guidance on how to use skills and techniques. Resources are well prepared and homework makes a positive contribution to pupils' interest and learning. For example, pupils were keen to find out about the lives of various famous artists using books and the internet.
119. At the time of the last inspection there was no scheme of work for art and, as a result, pupils did not cover all aspects of the curriculum systematically. There is now an appropriate scheme guiding teachers' planning. As at the time of the last inspection there are no formal assessment procedures in art. Teachers keep suitable informal notes on pupils' learning which help to decide what skills need to be taught next.

DESIGN AND TECHNOLOGY

120. Pupils attain satisfactory standards in design and technology by the end of Year 2 and Year 6. This is an improvement since the last inspection when pupils had insufficient opportunity to design, make and evaluate products. Pupils are given opportunities within each topic to cover all aspects of the subject. For example, during a project on 'packaging' pupils have evaluated commercial packages and designed and made their own. Throughout the school, pupils make satisfactory progress and develop appropriate skills in using a range of tools safely.
121. Pupils behave well in lessons and listen carefully to the teachers' instructions. They co-operate sensibly, share equipment and concentrate well.
122. Teaching in the one lesson observed was good. There was good attention drawn to the importance of health and safety when preparing food and a wide range of ingredients enabled pupils to make informed choices about what they wanted to put in their salads.
123. At the time of the last inspection there was no planning for the subject, teachers lacked knowledge and statutory requirements were not met. A recommended scheme of work now forms the basis for teachers' planning and ensures coverage of all aspects of the subject.
124. Pupils are given interesting homework at Key Stage 2 and this makes a positive contribution to their learning. For example, they made a wide range of appropriate containers to carry two eggs safely showing a good awareness of materials that provide protection and various methods of joining materials together.

GEOGRAPHY

125. No lessons were timetabled during the inspection since geography is not taught every term. Judgements on attainment and progress have been made by scrutinising pupils' work and

teachers' planning and by holding discussions with members of staff.

126. Pupils' attainment is unsatisfactory by the end of Year 2 and Year 6. This is due to gaps in pupils' knowledge because of a high turnover of staff, lack of curriculum time and inconsistent planning and assessment procedures in the past. In addition, at the time of the last inspection younger pupils made unsatisfactory progress and progress of pupils at Key Stage 2 was 'barely satisfactory'. Key Stage 2 pupils have a satisfactory knowledge and understanding of topics covered in the last year. They are now making at least satisfactory progress. They understand the advantages and disadvantages of living in various climates and know facts about rivers. They can carry out a simple survey to determine the quality of the school grounds and discuss ways of improving the environment. Pupils at Key Stage 1 make satisfactory progress. They learn about other countries by discussing postcards sent from around the world when 'Betsy and Barnaby', two teddy bears, accompany pupils and friends on holiday. They understand that there are various ways of travelling.
127. A recommended scheme of work now forms the basis of teacher's planning. At the time of the last inspection there were no systems in place to support teachers' planning and national curriculum requirements were not being met. However, geography is only taught in detail in one out of the three terms because of time restraints. This is insufficient to allow areas where there are gaps in knowledge to be covered quickly.
128. Parents are pleased with the workshops held on life in India and the good contribution they made to pupils' learning about another location.

HISTORY

129. No lessons were timetabled during the inspection. Judgements have been made by scrutinising pupils' work and teachers' planning and through discussions with teachers.
130. Pupils' attainment and progress is satisfactory by the end of Year 2 and Year 6. Much of the work covered in history is taught in separate topics. Consequently, the frequent changes of teachers have not had such a significant impact on pupils' progress in this subject. Pupils have studied an appropriate range of periods in history. Standards of attainment are similar to those found at the time of the last inspection. Recent work in Key Stage 2, has appropriately focused on developing pupils' skills in finding out about the past by using various media, since this aspect of the subject was not taught systematically in the past. Pupils show empathy for people from the past in their writing as working class Victorians.
131. The school is now ensuring that National Curriculum requirements are fully met by following an approved scheme of work. This was not the case at the time of the last inspection. Members of staff make the subject interesting and meaningful. For example, Key Stage 1 pupils interview older people about what life was like in their childhood. Key Stage 2 pupils make effective use of the local area when carrying out research into a local Yew tree reputed to be the oldest in the country. A good range of visits and visitors successfully brings the subject to life.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. Pupils' standards of attainment are satisfactory by the end of Year 2 and Year 6. Standards are similar to those found at the time of the last inspection. Nevertheless, since the last inspection provision in information and communication technology (ICT) has improved significantly. The school has improved resources and has introduced a suitable scheme of work to support pupils' learning.
133. Throughout the school, pupils develop sound word-processing skills. By the end of Year 2, pupils can type in simple texts using a computer and they play a range of language and mathematical games using keyboard and 'mouse' skills. By the end of Year 6, pupils have improved their word-processing skills. They change font-type and the colour and size of their

text. They produce simple graphs and are beginning to develop an understanding of how computers can be used to present information in different ways.

134. Pupils have a good knowledge of the many applications of information technology and understand that ICT means more than just working on the computer. Even the youngest pupils confidently use tape recorders and they understand how information and communication technology can be used in everyday life. Pupils are beginning to use the internet to find information. For example, pupils in Years 5 and 6 used the 'World Wide Web' to find out additional information about apples as part of a classroom topic. Similarly, Years 3 and 4 pupils used CD ROMs to find information about trees during a science lesson. They successfully loaded the CD and then used the computer's search facilities to locate the information they wanted.
135. No direct teaching of ICT skills took place during the inspection. However, a group of pupils in Key Stage 2 were given good support by a visiting ICT expert. His work in school is one of the benefits of the 'Rural Community Initiative' and it is having a good impact on learning. This activity, in which pupils were preparing a presentation, was well organised. The teacher used his excellent subject knowledge to good effect. The idea of a 'multi-media' presentation was clearly explained and resources were well prepared. Pupils made good use of digital cameras to prepare photographs for their presentation and they were clearly very well motivated by the task they had been given. They worked purposefully and made good gains in knowledge as the activity progressed. Literacy links were effectively encouraged as pupils prepared 'sound-bites' which they were going to record on to tape as part of their presentation.
136. Throughout the school, teachers are more confident about using computers than they were at the time of the last inspection. The school has identified how teachers' skills will be developed further through additional training in the next term. Teachers try hard to use ICT in different lessons and are largely successful. Good use is made of tape recorders to support learning, particularly in Key Stage 2. For example, during the inspection, pupils were writing a play script, which they were then going to record.
137. Resources have been improved since the last inspection and are satisfactory. The purchase of new hardware has considerably improved the profile of the subject throughout the school and pupils are benefiting from these new resources.

MUSIC

138. Pupils' attainment is satisfactory by the end of Year 2 but is unsatisfactory by the end of Year 6. Nevertheless, pupils are now making at least satisfactory progress in lessons. Until very recently too little time was allocated to the teaching of the subject and this has had a significant impact on the learning of older pupils who have only a limited range of skills. As a result of this, the school has not maintained the good standards of attainment found by the end of Year 6 at the time of the last inspection.
139. Pupils in Years 1 and 2 know the names of different musical instruments such as 'claves', 'triangles' and 'maracas'. They sing simple songs confidently and listen carefully to pieces of music. In discussions, they identify what sort of atmosphere the music makes them think of, using terms such as 'scary' or 'angry'.
140. Pupils in Years 3,4, 5 and 6 lack basic singing skills. This is particularly evident in assemblies when singing lacks enthusiasm and is not always tuneful. Nevertheless, pupils handle musical instruments carefully and use them successfully to make a simple rhythmic pattern. They find it difficult to invent words to fit a simple rhythmic beat. When playing 'ostinato' all but the most able require adult support. During the inspection, a small number of pupils were receiving additional tuition in recorder playing in preparation for Christmas performances. These pupils are in the early stages of learning skills, although they are well motivated and are making steady progress in lessons.

141. A qualified volunteer helper takes music lessons. The teacher is very enthusiastic and works hard to inspire the pupils to try hard. Lessons are planned in great detail and show exactly what skills are to be taught. Good use is made of a nationally recommended scheme of work to show what aspects of the subject will be covered each term. This ensures that learning builds on what has been taught previously. This was not always the case in the past. The volunteer helper has good subject knowledge and successfully encourages pupils to work collaboratively. Behaviour is managed effectively and there is a good pace to learning. As a result, pupils are interested in activities and participate happily. All pupils are encouraged to take part in lessons whatever their ability. Resources are used effectively and opportunities are taken to teach pupils about cultures other than own such as when younger pupils were shown a rain-stick. Homework is used imaginatively to support learning. For example, pupils in Years 3, 4, 5 and 6 were asked to think of more words that would fit a rhythmic pattern they had been working on during the lesson.
142. The curriculum is successfully supplemented by the opportunities pupils are given to take part in an end of term production and to perform to the parents on other occasions. Music now has a far higher focus in the school than it has done in the recent past. This is beginning to have an impact, particularly on pupils in Years 1,2, 3 and 4. However, the time allocated for the teaching of music continues to be below average. As a result, recent improvements have not significantly raised standards at the end of Year 6.
143. Good use is made of visitors to school show pupils music from other culture. A good example of this was the recent visit by an 'Indian arts group'. Pupils were given performances of Indian music. They also took part in workshops with the musicians where they had an opportunity to make their own music. These recent activities have significantly enriched the curriculum.

PHYSICAL EDUCATION

144. Only one games lesson in Years 3, 4, 5 and 6 was timetabled during the inspection. Judgements on the attainment of pupils in these year groups have been made from the work seen in the one timetabled lesson and through discussions with pupils and members of staff. There is insufficient evidence to make a judgement on attainment in Key Stage 1 because no lessons were timetabled.
145. The standards achieved by the pupils by the end of Year 6 are satisfactory in the games and swimming aspects of the curriculum. This is similar to attainment found at the time of the last inspection. At that time, pupils experienced the full National Curriculum programmes of study. However, since then class sizes have grown and the hall is no longer a suitable area for physical education lessons for Key Stage 2 pupils. As result, pupils do not have full access to the curriculum and gain no skills in gymnastics. In games lessons, pupils make good progress in the development of their skills and they work well collaboratively. They throw and catch with increasing accuracy and are able to apply these skills to 'mini-games'. For example, pupils developed passing skills in small group activities before using these skills effectively in a game of mini-rugby. All pupils learn to swim in the summer term and by the end of Year 6 most pupils are able to swim at least 25 metres. Pupils are aware of the need to warm up properly before a period of exercise and know what effects physical exercise has on their bodies.
146. The quality of teaching and learning in the one lesson observed was good. Pupils take part in lessons with great enthusiasm and the teacher challenges pupils to think about their performance and how they could improve their skills. Pupils enjoy physical education, and their response in lessons is good. Planning is good and shows clearly how the skills are to be developed. The teacher's good knowledge of the subject ensures that pupils of different ages or ability are suitably challenged and lessons are well organised into different groupings to ensure this. The teacher gives clear instructions, emphasising how improvements can be made. All pupils, including those with special educational needs are integrated into lessons and good use is made of encouragement and praise to develop the confidence of the less able pupils. Pupils handle resources sensibly and show some independence and initiative in lessons, for example

by getting equipment out or helping to put it away. However, pupils in Years 5 and 6 occasionally stray off task when an adult does not closely supervise them. This does not happen with pupils in Years 3 and 4 who work well, whether independently or in small groups.

147. The curriculum is unsatisfactory, as it does not meet statutory requirements. The unsatisfactory accommodation means that skills in gymnastics are not taught in Key Stage 2. The school tries hard to compensate for this and good use is made of the swimming pool and residential visits to provide pupils with additional opportunities to develop skills. Pupils get good opportunities to compete both against each other and against other local schools in different sports. A weekly sports club is well attended and greatly enhances the school's provision for physical education.

RELIGIOUS EDUCATION

148. Only one lesson in Key Stage 2 was timetabled during the inspection and little written work was available to show pupils' current attainment. Judgements on pupils' attainment have been made from the work seen in the one timetabled lesson and through discussions with pupils.
149. Pupils' attainment in religious education is unsatisfactory and is below the expectations of the locally agreed syllabus by the end of Year 2 and Year 6. Pupils are now making satisfactory progress in lessons, although there are gaps in their knowledge caused by a lack of time given to the subject in the past. Standards are lower than those found at the time of the last inspection because of the lack of progression in pupils' learning over time. Pupils develop a sound understanding of Christianity. Pupils in Years 1 and 2 can retell favourite stories from the Bible such as 'Joseph and the Multi-coloured coat'.
150. Older pupils know how the Bible is organised into the Old and New Testament and understand that different religions have different 'Holy Books'. They relate discussions in lessons to their own experiences. For example, pupils in Years 3, 4, 5 and 6 talked about how the 'Nine fruits of the spirit' related to their own class code that talks about learning to *'listen, share, include, do and smile'*.
151. However, the pupils' understanding of faiths other than Christianity is limited. They know some basic facts such as the names of the places of worship and can describe some of the features of Hinduism. However, pupils' knowledge is limited to the factual and there is little understanding of what it actually means to be a member of a different faith.
152. The quality of teaching in the one lesson timetabled during the inspection was good. This lesson was in Key Stage 2. Teaching is imaginative and great care is taken to involve all pupils in lessons whatever their ability. This leads to positive attitudes amongst the pupils who are interested in the subject and keen to learn. Pupils are successfully encouraged to talk about their own experiences. Discussion is promoted effectively with many pupils making interesting contributions in the lesson. Resources are used well to promote learning and pupils show a good level of respect for beliefs other than their own. The teacher makes learning interesting and presents information in a range of ways. However, there is little evidence of literacy skills being used in support of learning, with there being little evidence of written work.
153. The curriculum is now broad and balanced. Teachers' long term planning is closely linked to the expectations of the locally agreed syllabus and helps to ensure that pupils' learning builds on previous work. This was not always the case in the past and is the reason for pupils' current unsatisfactory attainment.
154. The school has appropriate resources for the teaching of religious education. Visits to the local church contribute well to learning and local clergy regularly leads assemblies. All these activities help pupils to develop a positive attitude to learning about Christianity.

