

INSPECTION REPORT

HOLME PRIMARY SCHOOL

Holme, Carnforth

LEA area: Cumbria

Unique reference number: 112179

Headteacher: Mrs J. Smith

Reporting inspector: Mr G. D. Timms
21038

Dates of inspection: 15th - 18th October 2001

Inspection number: 194979

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M. Fell
Date of previous inspection:	3 – 5 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21038	Mr G D Timms	Registered inspector	English Mathematics Information and communication technology Art and design Design and technology Physical education Equal opportunities	What sort of school is it? What should the school do to improve? The school's results and standards. How well are pupils taught? How well is the school led and managed?
9370	Mrs R. Wingrove	Lay inspector		Pupils' attitudes values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
31175	Mr A. Allison	Team inspector	Foundation Stage Science Religious education Music History Geography Special Educational Needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located in the South Cumbrian village of Holme. The pupils come largely from the village itself with a significant minority from outside the immediate catchment area. The school has 87 pupils on roll, including a small number still attending the Reception class on a part-time basis. The school is smaller than most schools of its type nationally, but is in an area where small schools are common and good links are made between them. The proportion of pupils eligible for free school meals is well below the national average and there are no pupils who have English as an additional language or who do not speak English at home.

The overall proportion of pupils with special educational needs is below the national average, but this varies between year groups and it can have an important impact on test results. At present there is one pupil with a statement of special educational needs. The majority on the register have moderate learning difficulties, speech or communication difficulties. Two pupils have been identified as gifted, one in English and the other in mathematics. The school provides a flexible and effective way for them to work with pupils older than themselves in most of the lessons in which they are particularly talented. Attainment on entry to the school varies but baseline assessments show that attainment on entry is below that normally found in the local authority and nationally.

HOW GOOD THE SCHOOL IS

The school is a good school and it provides the pupils with an effective education. Standards are satisfactory overall but high in mathematics, information and communication technology, design and technology and physical education. They are improving in English. The quality of teaching is good and teachers do the best possible for their pupils. The leadership and management are good and there is a very good focus on raising standards in all subjects. The school provides good value for money.

What the school does well

- Standards in mathematics are above average.
- Pupils with special educational needs, and those identified as gifted in literacy and numeracy, are well provided for and make good progress.
- The pupils' attitudes towards their work are very good and this is reflected in very good attendance; the procedures for promoting good behaviour are very good and are successful.
- The management of the headteacher and key staff is good and there is very good leadership leading to a clear educational direction and focus on raising standards.
- The quality of teaching is good; teachers have high expectations and plan lessons well.
- The provision for pupils' moral and social development is very good.
- The quality of information provided for parents is very good.

What could be improved

- Standards in English, especially in pupils' writing, are not high enough.
- Not enough opportunities are provided for subject co-ordinators to monitor and support teaching and learning in their subjects.
- The planning does not make use of the accurate assessment of pupils' prior attainment, especially in the foundation subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since then there has been a change of headteacher and changes to the teaching and non-teaching staff. The school has maintained the positive features found at the last inspection. The work of the governing body has improved and they are more aware of the school's strengths and weaknesses. In addition, the proportion of good or better teaching has risen, standards in mathematics, information and communication technology and design and technology have improved while the provision for pupils with special educational needs and for those recognised as higher attainers is better. The key issues found at the last inspection have all been addressed, most of them fully. Some work still remains to be done on the use of assessment information now available and on the monitoring and evaluation role of subject co-ordinators. Resources, especially in information and communication technology, have improved. However, standards in English have fallen. This is due to changes in the ability of pupils on entry to the school and the increased proportion who have special educational needs, especially speech and language difficulties.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	E	D	D
Mathematics	A*	B	B	B
Science	B	D	D	D

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Due to the small numbers of pupils in each year group, comparing year on year is not a very secure way of defining trends. However, there are clear differences in attainment between the core subjects and it is this inconsistency that the school realises it has to address. The overall trend in attainment by the end of Year 6 shows that standards have fallen in English; they have risen in mathematics and stayed broadly similar in science. The results of the tests in 2001 show that, despite a high proportion of pupils having special educational needs, standards improved in all three subjects. The overall trends in tests at the end of Year 2 show that standards in reading have stayed broadly the same since 1996. Standards in writing rose until a high point in 1999 after which they fell sharply, while in mathematics standards have remained above the national average. Throughout the school, attainment in mathematics has consistently been higher than in English and science.

At the end of Year 2 in 2001, although a higher than average proportion of pupils reached the expected level in reading and writing, not enough reached the higher levels. In mathematics, an above average proportion reached the higher levels. In English and science at the end of Year 6 a similar picture emerges of not enough pupils reaching the higher levels, although they do in mathematics. The 2001 test results demonstrate some improvement on this picture and reflect the work the school has put into improving standards, especially in English.

There are no significant differences between the attainment of boys and girls, or between the progress made by those with special educational needs and their peers. The school is successful in fostering the achievements of lower attaining pupils. Measured against their previous learning, the progress made by pupils who took the end of Year 2 tests in 2001 was good and shows a particular improvement in English. Ninety per cent of the pupils made the expected or better progress, with 40 per cent doing better than expected. In mathematics and science, progress made was at the expected or better level in 70 per cent of the pupils. The achievement of pupils at the end of Year 6 in 2001 was good in mathematics and science, where over 90 per cent made the expected progress or better. However, in English only just over 70 per cent made appropriate progress when compared to their Year 2 results. The targets for literacy and numeracy in 2001 were exceeded in mathematics but not met in English. The target for 2002 is 80 per cent in English, which makes a very challenging target, and 90 per cent in mathematics, which is appropriately challenging.

Standards in all of the non-core subjects are broadly in line with those expected at the age of seven. By the time pupils are 11, standards in information and communication technology (ICT), design and technology and physical education are above those expected. In religious education, art and design, history, geography and music they are broadly in line with the standards expected for their ages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic, interested and involved in activities.
Behaviour, in and out of classrooms	Good. This improves as pupils get older.
Personal development and relationships	Good. There are good relationships throughout the school and as pupils mature they become more independent and show more initiative.
Attendance	Very good. This is well above the national average.

No bullying, sexism, racism or other oppressive behaviour was seen. Younger pupils, especially in Year 1, clearly lack maturity when it comes to settling to work but the evidence is that this improves as they mature and by Years 5 and 6 pupils demonstrate a positive enthusiasm for their tasks.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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 teaching in English and mathematics is good. The National Numeracy Strategy has been very successfully introduced and is having a positive impact on standards. The National Literacy Strategy has been less successful so far, but the teaching observed is good and improvements have clearly been made, in particular, more of a focus on writing. Lessons are well planned and resourced. Teachers emphasise whole-class direct teaching and this is done with pace and a good level of challenge. In the non-core subjects the lack of detailed information about pupils' skills and understanding means that not all of the work is appropriately matched to their prior attainment. The teaching of pupils with special educational needs is good and ensures that they are fully included in all activities. Teachers work closely with the good quality support staff to ensure that pupils' needs are met appropriately. Those who have been identified as gifted also receive the benefit of flexible organisation in the school, and are able to work with older groups of pupils where appropriate.

Teachers generally manage pupils well and, for example, in Years 1 and 2, they work hard to overcome the difficulties caused by the size of the room successfully. The good quality teaching results in good learning. Pupils concentrate and show interest in their work. They clearly understand what they are learning and what is expected of them in each lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All statutory requirements are met and the teachers work hard to enrich and extend the pupils' experiences through a wide range of visits and visitors.
Provision for pupils with special educational needs	Good. The provision has improved since the last inspection and the curriculum is made accessible and appropriate to their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. The provision for social and moral development is very good. For pupils' spiritual development it is good. Cultural development is satisfactory and has improved since the last inspection.
How well the school cares for its pupils	Good. Procedures for child protection are good, as are the procedures for assessing and monitoring pupils' academic and personal development.

The school works very closely with parents. A significant number help in school and many support their children's work at home. The National Strategies for Literacy and Numeracy have been introduced but the standards in literacy have yet to reflect the hard work involved. The good assessment data now collected is not used effectively to plan activities and tasks appropriate to the prior attainment of the pupils in the non-core subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a very good educational direction to the work of the school. The role of subject co-ordinators is not yet fully developed.
How well the governors fulfil their responsibilities	Good. All statutory duties are fulfilled and the governors are very supportive of the work of the school.
The school's evaluation of its performance	Satisfactory. The school has appropriate areas for development but is aware of the need to develop further the closer analysis of assessment information. Performance management has been very effectively introduced.
The strategic use of resources	Good. Very good use is being made of new technology.

The school has an adequate number of teachers and resources, and the accommodation is also appropriate for the delivery of the curriculum. The leadership provided by the headteacher is very good and provides a clear focus, shared by the other staff, on raising standards. The school works hard, with the very good support of the school secretary, to make the best use of its resources, through the careful monitoring of the budget and effective school development planning. The school ensures best value in all of its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school• Their children make good progress• The school has high expectations for their children• The school helps children to become mature and responsible	<ul style="list-style-type: none">• A few parents feel that the school is not well led and managed• There are not enough activities for pupils outside lessons• A few parents feel that the school does not work closely with them

The inspection team agree with the parents' positive views but disagree with the minority of negative views. The school is well led and managed; there is a good range of extra-curricular activities, and the curriculum is enriched by a good variety of visits and visitors. The school works closely with parents and their support, both in school and at home, is important in helping their children's education. A number of parents are concerned about the small size of one classroom, but the evidence of the inspection shows that this is being well managed and is not restricting children's learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Due to the small numbers of pupils in each year group, comparing year on year is not a very secure way of defining trends. One pupil can represent a high percentage of the test results and the effects of any pupils with special educational needs, or of the gifted and talented, can be out of proportion to the overall picture of attainment. However, there are clear differences in attainment between the core subjects and it is this inconsistency that the school realises it has to address.
2. The overall trend in attainment by the end of Year 6 shows that standards have fallen in English; they have risen in mathematics and stayed broadly similar in science. The results of the tests in 2001 show that, despite a high proportion of pupils having special educational needs, standards improved in all three subjects from a dip in 2000. The overall trends in tests at the end of Year 2 show that standards in reading have stayed broadly the same since 1996. Standards in writing rose until a high point in 1999 after which they fell sharply, while in mathematics standards have remained above the national average. Throughout the school, attainment in mathematics has continually been higher than in English and science.
3. At the end of Year 2, although a higher than average proportion of pupils reached the expected level in reading and, to some extent, writing, not enough reached the higher levels. In mathematics an above average proportion reached the higher levels. In English and science at the end of Year 6 a similar picture emerges of not enough pupils reaching the higher levels, although they do so in mathematics. The 2001 test results demonstrate some improvement on this picture and reflect the work the school has put into improving standards, especially in English. Overall, it is possible to say that, although standards have not improved since the last inspection in English, they have in mathematics and science.
4. There are no significant differences between the attainment of boys and girls, or between the progress made by those with special educational needs and their peers. The school is successful in fostering the achievements of lower attaining pupils. Pupils with special educational needs are appropriately identified at an early stage. They have individual education plans that clearly focus on areas for improvement, and targets to be achieved. Teachers and support assistants often provide pupils with good support that enables them to make sound, and sometimes good, progress. Those pupils recognised as gifted or talented also make equally good progress. This is partly due to the flexible provision that enables them to work in some lessons with older pupils at tasks better matched to their abilities. There is very little mobility in the school population. This does not have a significant effect on results.
5. The achievement, by which we mean the progress made on their previous learning, of pupils who took the end of Year 2 tests in 2001 was good and shows a particular improvement in English. Building on their attainment on entry to the school, 90 per cent of the pupils made the expected or better progress, with 40 per cent doing better than expected. This reflects the emphasis the school has placed on literacy teaching recently. In mathematics and science progress made was at the expected or better level in 70 per cent of the pupils. The achievement of pupils at the end of Year 6 in 2001 was good in mathematics and science, where over 90 per cent made the

expected progress or better. However, in English only just over 70 per cent made appropriate progress when compared to their Year 2 results. This demonstrates that the new English initiatives have yet to work through and have a positive impact on the older pupils, although the long-term prospects, backed up by the evidence of the inspection, are that English standards are rising.

6. The standard of current work in the school is clearly good in the junior years, and largely good in Years 1 and 2. However, the poor presentation and written work of the younger pupils does not reflect their true abilities. The teachers are working hard to improve and develop the skills of a particularly immature group of younger pupils. Evidence from the pupils in Years 2 to 6 would indicate a lot of success in this in the past. Particularly in the junior classes, pupils demonstrate mature attitudes and a positive working ethos is created, which enables pupils to achieve well before they move on to secondary education.
7. Standards among children in the Foundation Stage are below those expected when they enter the school. However, they make good progress through the Reception class in all of the areas of learning, especially personal, social and emotional development, and by the end of the year achieve standards broadly in line with those expected by attaining the majority of the early learning goals set out for them.
8. Standards in all of the non-core subjects are broadly in line with those expected at the age of seven. This represents improvement since the last inspection in design and technology. By the time pupils are 11, standards in information and communication technology (ICT), design and technology and physical education are above those expected. In religious education, art and design, history, geography and music they are broadly in line with the standards expected for their ages. This represents an improvement since the previous inspection in ICT and design and technology. This is due to improved resources, the adoption of a full design and technology curriculum and better training for staff, especially in ICT.
9. The targets for literacy and numeracy in 2001 were exceeded in mathematics but not met in English. The target for 2002 is 80 per cent in English, which makes a very challenging target, and 90 per cent in mathematics, which is appropriately challenging. As each child represents a high percentage of each target, the developing individual tracking of pupils will enable more accurate targets to be set in future based even more closely on the pupils' prior attainment.

Pupils' attitudes, values and personal development

10. The last inspection reported that pupils' attitudes to school were very positive; they enjoyed learning and were interested and enthusiastic. They worked well together and older children helped younger ones. They were good listeners, both to their teachers and to each other. The evidence of this inspection is that this is still the case. Most children show a mature attitude to their learning which enables them to make good progress. Some parents feel that their children of all abilities are making even better progress this year. All parents interviewed spoke highly of the school and were very pleased with the broad and balanced education being offered and commented that their children were really keen to come to school.
11. Parents particularly praised the way older children helped younger ones. They felt that the school was teaching their children good, caring attitudes. Relationships are

good between pupils and between pupils and the experienced staff who teach and support them. Children take part enthusiastically in their lessons and in activities outside lesson time such as music, drama and sport. On occasions, classes arrange special events. During the inspection Years 3 and 4 staged a mock christening ceremony in the Parish Church. The pupils were involved in role-play as parents and godparents. Children from the Reception class were also invited and each one chose the older child who would look after him or her on the way to the church and during the shortened service conducted by the local vicar. The children behaved very well and those with a role to play did so sensibly and enthusiastically.

12. Behaviour at the time of the last inspection was reported to be excellent. It is still a strength of the school. In assemblies, at lunchtime, in lessons and around the school the majority of pupils behave very well. There are a few exceptions, particularly among a small group of more immature pupils in Year 1, who can be disruptive at times. However, in at least one lesson seen, the class teacher with the complementary help of her learning support assistant, managed to make good progress with the class in the early stages of writing. The pupils remained focused and were not diverted by any distractions. When they are out of school on organised visits, teachers have been complimented on how well their children behave. This includes the residential visit arranged for the older pupils.
13. Pupils are courteous to one another and to adults. They will jump to hold open a door for a visitor. They respect their school property and resources; books that are taken home are treated well. The children play well together, forming friendships irrespective of age and gender. There have been a few cases of bullying in the past but these have been dealt with speedily. There have been no exclusions. Pupils are learning to respect the feelings and needs of others. In addition to taking care of younger children, pupils in Year 6 have various responsibilities around the school and they carry these out conscientiously. Overall the school provides a calm and well-ordered climate where children may learn. Attendance rates are above the national average and there have been no unauthorised absences.
14. The school has an inclusive approach to pupils with special educational needs and sees these pupils, like all its pupils, as an integral and valued part of the community. Pupils with special educational needs take a positive approach to all subject activities and work with commitment. Most pupils are capable of working both independently, with their support assistants, as well in a collaborative manner with other members of the class. This has been seen particularly in such subjects as history and science during the inspection.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching is good and is above that typically found nationally. There is a real consistency in the teaching and this is leading to good learning that is even and effective throughout the school. All of the teaching is at least satisfactory and 87 per cent is good or better. Twenty-one per cent of the teaching is very good or better and five per cent is excellent. The quality of the teaching for the Foundation Stage children is at least satisfactory and 20 per cent is very good. In Years 1 and 2 the quality of teaching is good in 60 per cent of lessons and satisfactory in the rest. In the junior classes, Years 3 to 6, the teaching is at least good, with a significant

amount that is very good or excellent. Overall, the quality of teaching and learning throughout the school has improved since the last inspection.

16. The school staffing has been stable and this continuity has helped new teachers to settle in quickly. Particularly positive has been the way in which long-serving staff have accepted new ideas and approaches. They remain positive about training and providing an effective education for the pupils. For example, the recently introduced individual targets for pupils in English are already proving to have a positive effect on standards and teachers are willing to extend the idea to mathematics. The support staff are well-deployed to provide the best possible assistance, especially for the lower attainers and those with special educational needs. Extremely effective use is made of one support assistant's talent for music throughout the school, where she assists all teachers with their music lessons.
17. Where the teaching is strongest it is characterised by a very good pace and the correct match of challenging enough work for all pupils in the mixed age classes. Teachers work very hard to ensure that the work they plan is appropriate given the pupils' prior attainment. However, this is more difficult in the non-core subjects as the school has less information about what pupils know and understand. The best teaching is also evident where teachers have a very good personal expertise and enthusiasm for the subject. For example, in Years 5 and 6 pupils made excellent gains in their learning about the use of calculators due to the teacher having a very good personal knowledge and expertise. Where the teaching is satisfactory there are lessons where the tasks provided are too easy for the higher attaining pupils. The control of the pupils is less secure and this results in a high noise level. There are occasions when the use of worksheets is not appropriate and has a negative effect on the presentation of pupils' work and the pride they take in it.
18. The marking of pupils' work varies. It is very good in English and clearly gives pupils a clear idea of what they have done well and how they can improve their work in the future. The setting of clear individual targets has helped, as pupils understand the objectives of their work better. This now needs to be spread to the other core subjects. The teaching in literacy is good but has yet to have a very positive impact on standards in English. In numeracy, teaching is again good but has had much more impact on standards. Literacy and numeracy skills are taught across the curriculum and are often used in practical situations in geography or science, for example. The use of computers across the curriculum has also grown significantly since the last inspection and all staff are now much more confident in using them as tools for teaching.
19. Lessons are very well planned and resources are always appropriate and prepared in plenty of time. Classes are usually effectively managed, especially the Year 1 and 2, who have a small room in which to work. The teachers use good systems for minimising movement around the room and also make good use of the hall and other areas to give pupils more room when appropriate. Homework is set for all pupils. It is more structured and demanding for the older pupils and makes a sound contribution to pupils' learning.
20. The learning needs of all pupils are met well. They acquire new skills and develop a good understanding where the teaching is good. The good relationships created encourage pupils to apply more effort to their work. Those with special educational needs make satisfactory and sometimes good progress with their learning in all areas of the curriculum. Teachers write the individual education plans with the advice of the

special educational needs co-ordinator. Targets are set that match the needs of the pupils, including those identified as gifted; progress is reviewed regularly and new targets are set. Targets and their achievement, mainly for English, mathematics and social skills, are shared with pupils so that they are aware of the progress they are making. Teachers usually brief support assistants and other adults skilfully and, as a result, the effective support provided by these dedicated assistants makes a significant contribution to the pupils' learning. Particularly good is the flexibility demonstrated by the staff in allowing pupils to work with different age groups where this supports their learning. For example, one pupil identified as talented moves in with older pupils for literacy work while another does so for numeracy.

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

21. The school provides a broad, balanced and relevant curriculum with some strengths, such as information and communication technology and provision for the pupils in the Reception class. The quality and range of the planned learning experiences meet statutory requirement to teach all subjects in the National Curriculum and religious education. The younger children in the Reception class are provided with a well-structured curriculum based on the nationally recommended early learning goals.
22. The criticisms contained in the previous report have been successfully addressed and the provision is now better than it was. The school has effectively reviewed its schemes of work to take into account the national guidelines published in September 2000. This provides opportunities for pupils to learn effectively in all subjects. In addition, there is an effective scheme of work for personal and social education across the school. The National Literacy and Numeracy Strategies have been incorporated appropriately into the planning for English and mathematics lessons. However, the school recognises that the strategies for teaching literacy skills are not yet as effective as they should be to enable pupils attain the higher levels in the national tests.
23. The school makes good provision for pupils' personal, social and health education. Weekly lessons take place throughout the school year following a published scheme that is designed gradually to develop pupils' understanding of issues, as they grow older, under seven main themes. The themes are sometimes linked to the weekly theme for collective worship; for example, the theme for the week of the inspection was 'Choices'. The new school council is beginning to contribute to pupils' personal development, giving them good opportunities to contribute their ideas to ways in which the school can be improved. The governing body then considers these ideas and this helps pupils to feel valued. Sex and drugs education are taught through science and personal, social and health education, to which outside agencies, for example the 'Life Education' unit, contribute.
24. Pupils with special educational needs, and those who are gifted and talented, have equality of access to all areas of the curriculum, including extra-curricular activities. For example, one pupil was encouraged to have clarinet lessons and another to participate in the football club to help them overcome their difficulties. When they are well supported by teachers and support assistants the curriculum is made particularly accessible, and is appropriate to their needs. Equally flexible is the provision to enable able pupils to work with older ones.

25. A good range of well-attended extra-curricular activities takes place after school. Reflecting the school's very strong commitment to making sure that all pupils have equal access to all activities and experiences, no pupils are excluded from any clubs or visits on grounds of ethnicity, gender or ability. These include football, netball, bowls, cycling proficiency, board games and line dancing. Pupils also have the opportunity to learn recorder, clarinet and violin. The school participates in a biannual choral festival in the area and other musical opportunities, such as the Christmas and Harvest celebrations, provide pupils with the opportunity to perform for others. Additional experiences are provided throughout the year such as visits to local churches, theatres, a local quarry, the seaside, a river valley and sites of historical interest. These are particularly well planned by the school and match with current topics. The visit to the local church during the inspection was an excellent example of this. The oldest pupils have the opportunity to experience a residential visit. The school has established useful links with the local community that further enrich the curricular opportunities. A minister of the church is a regular visitor. There are links with the business community. One local company is supporting improvements to playground facilities in the village to which pupils will have access. One village organisation sponsors an annual art competition and another introduces older pupils to crown green bowls. All of these additional activities provide pupils with a good variety of interesting and exciting experiences that enrich the curriculum well.
26. The school has good relationships with its local secondary schools, and providers of both further and higher education. One of the secondary schools, in addition to the normal transfer and induction arrangements, gives Year 5 and 6 pupils lessons in the French language and culture. This school also runs a ten-week French course for pupils and parents in the evenings. Good links are maintained with an initial teacher training college and a further education college and accepts students from these colleges as part of their school experience. The school also has good links with a nursery school and with local playgroups.
27. Provision for pupils' spiritual, moral, social and cultural education is good overall, with particular strengths in pupils' moral and social development. This is similar to the findings of the previous report, although the provision for pupils' moral development is now very good rather than good and cultural development has been enhanced by the purchase of more objects of religious interest.
28. The school promotes pupils' spiritual growth well. Assemblies, which are broadly Christian and comply with requirements, are often based around themes drawn from the personal and social education programmes and give consistent messages and food for thought. They are special times and usually provide pupils with opportunities for reflection. For example, in one assembly younger pupils were asked about choices that they might sometimes have to make, before the teacher told the story of King Midas and a choice he made. The story and the resources to illustrate it captured the imagination of the pupils and at one point brought gasps of amazement. Religious education lessons also contribute well to pupils' spiritual development. Pupils learn about different faiths and the significance of beliefs on people's lives.
29. The positive relationships in classes and the enthusiasm of the teachers help to create an atmosphere in which pupils are interested in their learning. These factors very effectively help to promote pupils' moral development, contributing to the good behaviour overall and the very good behaviour of many of the older pupils. There is a clear code of conduct and guidelines for good behaviour, decided by pupils and displayed in the classrooms. Older pupils sign to show their agreement with the

guidelines. There are also guidelines for good behaviour in the playground and in the dining hall. These guidelines provide pupils with a secure framework for their behaviour and help those who find it difficult to behave responsibly to think of the effect of their actions on others. The personal and social education programme also makes a positive contribution to pupils' moral development through the opportunities it gives them to talk about specific moral and social issues such as sharing or kindness to others.

30. The school makes very good provision for the development of pupils' social skills. Again, the positive relationships between all staff and pupils make a very good contribution because staff treat pupils as individuals and provide very good role models. Pupils have many opportunities to work together in lessons. For example, in Years 3 and 4 and Years 5 and 6 science and design and technology lessons pupils often work together on challenging investigative tasks. The older pupils, in particular, share ideas and discuss how they could alter variables yet still make the test fair. The school encourages pupils to take responsibility. This starts with the youngest pupils being expected to clear away their work. Older pupils have some responsibilities in class, and at lunchtimes sit at tables with younger pupils to set a good example. To foster good behaviour and social skills there is a 'table of the day' and 'table of the week' and this has a positive effect on pupils. This system is also used in some classrooms. When the winner is announced by the teacher, with the reasons why, the self-esteem of the winners is raised and the others accept the decision well. Older pupils also help to supervise younger pupils during wet playtimes. The school council has some ideas for improving the school environment to make the school a more pleasant place in which to teach and learn and the governors listen to their ideas with genuine interest.
31. The school makes sound provision for developing pupils' cultural awareness. Visitors are welcomed into the school and pupils visit other places linked to subjects such as geography, history and science, as well as visits to the theatre and music festivals. The school also visits the local churches and other places of worship. Pupils have investigated places of religious significance to other faiths, such as Mecca, through the Internet. Parts of the music, art and design and English curriculum, where pupils look at stories and poetry from around the world, broaden their cultural awareness. The school recognises, however, that more opportunities should be provided to promote cultural awareness and is seeking ways to accomplish this.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The findings of the last inspection, and the views expressed by parents at their meeting prior to this inspection, underlined the caring and supportive ethos of the school. Teachers' and support assistants' knowledge of each child as an individual is very good, and, together with the governors, they ensure that the children are able to learn in a safe, secure and caring atmosphere. The school takes note of the views of its pupils and recently has set up a school council. At present the representatives are the older pupils but membership may be extended to representatives of other classes. The council has called for ideas from all the pupils and, during the inspection, at a meeting attended by a governor, ideas such as the need for a door to Class 3 and the possibility of having fruit juice on sale at break time, were considered.

33. The governors have endorsed good, detailed policies on such matters as behaviour, bullying, child protection and health and safety. Parents can read these at any time. Parents, children and the school have accepted and signed a home/school agreement, which sets out the behaviour expected from pupils. All the adults working in the school are good role models for the children who know that they can talk to any member of the staff if they have a problem. All staff are aware of the need to be observant and responsible for the protection of the children in their care and the procedures adopted are appropriate.
34. When children are about to start school after nursery or playgroup, good arrangements are made to ease them into school by allowing them to attend with their parents in the term prior to enrolment. At the start of each school day parents, especially those with children in the Reception class, are welcome to come into the classroom and see their child choose and begin the first activity of the day. For some children the village nursery provides childcare before and after school. Staff from this nursery bring children to school or collect them afterwards. Teachers are careful to make certain that the right adult collects children and that no one goes out of school unobserved.
35. The monitoring of attendance and punctuality is good and records are kept in accordance with statute. The staff know where children are and will immediately contact parents if a child does not arrive for school and there has been no reason given by letter or telephone. Records of the pupils' academic progress and personal development are also kept and are discussed regularly with parents. Teachers in the Reception class note how their pupils acquire new skills, learn the school's routines and how to behave in class. Children with special educational needs are also monitored to make sure that the work they are given extends their learning as far as possible. The school has good links with the secondary schools in the area and arrangements are made for the children to visit and meet their future teachers, sometimes having lessons with them before transfer. A particular example is the optional French classes which are provided for pupils and parents.
36. Governors have a programme of improving security at the school and also carry out frequent health and safety inspections of the site. The cleaner maintains a bright and clean school. Among the regular visitors to the school are the police who advise pupils on road safety, cycling proficiency and "stranger danger". Great care was taken on the visit to the church whilst children were crossing the busy roads.
37. The school has effective procedures in place to identify, assess, support and monitor the needs of pupils with special educational needs, including those with physical, behavioural or learning difficulties. Help given to pupils is usually timely and appropriate. The school responds to requirements, as outlined in pupils' statements of special educational needs, and fully implements the Code of Practice. There are good links to external agencies that provide advice and support for pupils in school or at home. The school seeks and acts on advice to ensure that the support and provision in school best meets the needs of the pupils, for example those pupils with physical, social and learning difficulties.
38. Procedures for assessing pupils' attainment and progress are good. The baseline assessment of each pupil takes place at the beginning of the Reception year and this enables the teacher to match work closely to pupils' needs. Ongoing assessment of pupils in the Reception class is good. It is matched to the latest curriculum guidance for the Foundation Stage. There are good procedures at the end of each key stage,

in Years 2 and 6, when the results of the national tests are beginning to be carefully analysed, although this is fairly recent and the school has plans to develop it further. Analysis of performance in English and mathematics is good. In addition, the optional national tests for English and mathematics are used towards the end of Years 3 to 5 and also carefully analysed. Screening tests are used in Year 1 to identify pupils who may have learning difficulties. Pupils' achievements following the teacher assessments in science are carefully analysed at the end of Year 2.

39. Procedures for assessing progress in other subjects are underdeveloped and the school recognises that this is an area that needs to be addressed as a priority. Within the school there are examples of good assessment procedures, for example at the beginning and end of a study unit on the Romans. These would provide a good basis for developing school-wide systems that would inform planning, with a consequent beneficial effect on teaching and learning. When individual targets are set, as, for example, they are in English, they are discussed and shared with pupils. As a result, pupils know what they have to achieve to make further progress. The detailed assessment strategy provides relevant information for governors about the school's performance in English, mathematics and science and for parents about their children. Marking of work is satisfactory, though little marking was seen that identified short-term targets that would improve pupils' skills or knowledge and understanding of a subject, although this does happen in English.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school's relationship with the parents of its pupils was reported to be very good at the time of the last inspection. This is still so and the parents are very supportive of all aspects of the school. A good number of parents were at the church when their children were involved with the mock christening ceremony.
41. Possibly because of the good teamwork of the school staff and the way in which they value any help given, parents are willing to come into school to hear readers, supervise cookery and many other activities. The devoted support assistants and mid-day helpers, who themselves have or had children in the school, give freely of their time beyond what is expected of them.
42. Parents are very well informed about what is happening in school by means of letters and newsletters, information at the start of each term and the very well written Governors' Annual Report and Prospectus. Pupils have records of achievement which contain samples of their work throughout the school and their end of year reports. These are excellent, containing not only details of how the individual child has performed in each subject but also information about their personal development, their targets for the future and their attendance record. Pupils write their own view of their progress and targets and parents can comment. Parents have many opportunities to talk to teachers about their children beyond the formal meetings arranged twice a year. There are also meetings and workshops about the curriculum, but these could be better attended. A matter, which has obviously caused some concern, was raised at the parents' meeting and involves Class 2, which has 28 children in a small room. Some parents feel that there is insufficient space in their classroom, a view that inspectors can understand, although the class is well managed and there is no negative impact on pupils' learning.
43. Parents of pupils with special educational needs are informed from the time pupils are first identified. They are aware of the guidance and support that is provided for the pupils in school and are given helpful advice as to how they can support pupils at

home. For example, a pupil with a lack of confidence was encouraged to answer the telephone at home. Parents know what the identified targets are and are kept well informed of progress made through formal and informal contact. Parents are fully involved in the review process, especially when a pupil has a statement of need.

44. Parents are generous with their time for many fund-raising activities. A recent triathlon, which involved canoeing, cycling and running, brought together many teams from the area and was followed by a barbecue. The school plays a very important part at the centre of the local community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The leadership and management of the headteacher and key staff are good and, although under a different headteacher, this has been maintained effectively since the last inspection. In addition, the headteacher gives the school a very good, clear educational direction, correctly focused on raising standards of attainment throughout the school. All staff and the governing body have a very clear commitment to this aim. The staff, teaching and non-teaching, work very effectively as a team and this enables them to provide pupils with a caring but sufficiently challenging education. The school has a clear set of aims and values and these are very effectively supported through its work.
46. The work of the governing body is good and this has been maintained since the previous inspection. They support the school effectively and have improved their monitoring and evaluation role. Four of the governors are now attached to particular classes and they have regularly visited and talked to pupils about their role. Governors now have a clearer idea of the school's strengths and weaknesses. There is a sensible structure of committees for the size of the governing body and this enables the full governing body meetings to be more effective and efficient. Staff are regularly invited to the meetings, especially if they are involved in responsibility for an area under discussion. A particular strength was the way the governors invited a newly qualified teacher to a meeting to give her an insight into their work. Also very positive is the governor involvement in the newly formed school council, which is enabling pupils to learn how to run a successful meeting and giving the council real status within the school.
47. The school's development planning process is effective and clearly links the available budget to important priorities identified through a very good structure of consultation and discussion. There is a three year improvement plan and from this overall view of the future development of the school a more detailed annual management plan is drawn up. This contains appropriate action plans to show how issues are to be addressed, who is responsible, timescales and resourcing. The school's systems for self-review have been improved recently and more analysis of test results and other data is now helping to set accurate and challenging targets for the future.
48. The role of subject co-ordinators has improved but is still underdeveloped when it comes to opportunities for them to work with and alongside colleagues to help to spread good practice and to support developments in teaching and learning. Where this has happened, such as in information and communication technology, the use of expertise within the school has had a clear positive impact on provision. The co-ordinators do monitor teachers' planning and, to a certain extent, pupils' work. However, not enough monitoring of teaching takes place although staff work closely together in an informal way, supporting each other as required. The school intends to

involve co-ordinators more in the analysis of data and test results, to enable a clearer idea of the school's strengths and weaknesses to be shared.

49. The professional development of teachers is viewed as important and it has a clear impact on the improved quality of teaching in most subjects. Teachers have attended a variety of training regarding the introduction of the National Literacy and Numeracy Strategies. The school is aware of the dangers of becoming isolated, situated as they are in a rural area, and they make great efforts to attend meetings and training with teachers from other schools. Where necessary, expertise is brought in from outside to support and develop staff further. The induction of newly qualified teachers and those new to the school is effective. The arrangements for performance management and the appraisal of teachers are good and the monitoring of teaching and learning in the core subjects has a positive impact on the quality of teaching.
50. The overall provision for pupils with special educational needs is well managed by the co-ordinator. Liaison and co-operation between the co-ordinator, class teachers and support assistants is good. There is effective organisation and implementation of the identification, support and monitoring procedures. The co-ordinator is effective in co-ordinating the support for special needs pupils through class teachers and support assistants. The predominant support is provided within the classroom, although some withdrawal, for example for speech therapy or for short sessions to foster motor co-ordination skills, does occur and is very effective. For anyone with physical difficulties who may find steps a problem, there is access to the school via a ramp. However, within the school there are some steps that would hamper movement around the building. Learning resources for these pupils are sound. The school makes good use of information and communication technology to support learning, including software that enables pupils who have difficulties in writing to further their understanding of concepts in geography and, through the 'Talking Write Away' programme, to enhance their writing skills. The learning support assistant for pupils with special educational needs has the background and experience to support pupils with statements of special educational need well. When she is present, pupils make good progress. However, her time is too brief and less progress is made when she is not present. She voluntarily gives more of her time to support pupils.
51. The financial management of the school is good. The school secretary has devised a clear and practical report format, making very good use of ICT, and this enables the governors to keep a careful track of spending and how much money they have available for development priorities. The finance committee oversees the budget setting and monitoring process and the recent spending on buildings and resources has had a positive impact on the provision for pupils and the quality of teaching and learning. The governors are very good at ensuring best value when making spending decisions and specific grants are used well for their intended purposes.
52. The accommodation is used effectively to provide pupils with a bright, practical and motivating learning environment. Particularly good use has been made of a shared area to develop a small computer suite. A further innovation has been a library area, although this is yet to be fully used by all pupils. One of the classrooms is fairly small for the number of pupils and a number of parents are concerned about this. However, the staff manage the space and the class well, making good use of the hall when it is available and of sensible organisation when in the classroom and there is no evidence of any negative impact on the pupils' learning. There is no outdoor play and learning area for the pupils in Reception and the school is assessing how this could be provided and financed. Staffing is satisfactory, as are the resources available for

teachers and pupils. These have been improved recently, especially for information and communication technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school is providing its pupils with a good quality education. As part of their continuing focus on improvement, the headteacher, staff and governing body should:

- (1) Raise standards in English, and especially in pupil's writing, by: **
 - finding more opportunities to enrich the pupils vocabulary;
 - providing more opportunities for extended writing in other subjects;
 - limiting the use of worksheets, especially in literacy lessons;
 - improving the presentation of pupils' work, especially by the end of Year 2.

(Paragraphs 56, 61 - 70)

- (2) Develop the role of the subject co-ordinators to: **
 - provide more opportunities to monitor and support teaching and learning;
 - provide more opportunities to work alongside colleagues;
 - analyse test results and other data and enable teachers to use this information in their teaching.

(Paragraphs 48, 89, 93, 97, 101, 120)

- (3) Improve the assessment of pupils' knowledge and understanding in the foundation subjects and use this information when planning lessons.

(Paragraph 39)

** These issues have already been identified by the school and are part of the current school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	5	21	4	0	0	0
Percentage	5	16	66	13	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

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)	84
Number of full-time pupils known to be eligible for free school meals	3
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	14
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	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	3	6
	Girls	5	5	5
	Total	10	8	11
Percentage of pupils at NC level 2 or above	School	91 (100)	73 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	5	5	5
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year. Boy / girl totals are not included due to the small size of the cohort.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	9	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	6
	Girls	6	5	8
	Total	11	12	14
Percentage of pupils at NC level 4 or above	School	69 (82)	75 (100)	88 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	9	9	9
	Total	16	16	16
Percentage of pupils at NC level 4 or above	School	100 (82)	100 (100)	100 (100)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year. Boy / girl totals are not included due to the small size of the cohort.

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	71
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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	19.5
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	37

Financial information

Financial year	2000/01
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	£
Total income	184, 723
Total expenditure	192, 164
Expenditure per pupil	2, 288
Balance brought forward from previous year	15, 126
Balance carried forward to next year	7, 685

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	70
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	44	4	0	0
My child is making good progress in school.	36	56	4	4	0
Behaviour in the school is good.	32	52	8	8	0
My child gets the right amount of work to do at home.	36	48	8	4	4
The teaching is good.	40	44	8	8	0
I am kept well informed about how my child is getting on.	32	52	12	4	0
I would feel comfortable about approaching the school with questions or a problem.	52	28	8	8	4
The school expects my child to work hard and achieve his or her best.	44	52	4	0	0
The school works closely with parents.	28	52	12	8	0
The school is well led and managed.	20	52	12	12	4
The school is helping my child become mature and responsible.	36	56	8	0	0
The school provides an interesting range of activities outside lessons.	28	36	16	8	12

Other issues raised by parents

A number of parents are concerned about the small size of one classroom. The evidence of the inspection shows that this is being well managed and is not having a negative impact on children's learning.

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

53. Children enter the Reception class in September of the school year in which they are five. A wide variety of prior attainment is represented, but the general level of prior attainment is below the level expected nationally. The phased entry, including the move from mornings only to full-time, enables children to feel confident and secure in the classroom, building good relationships with the staff and each other.
54. Teaching is good. It is good in 84 per cent of lessons and satisfactory in 16 per cent. It is not possible to make a direct comparison with the previous inspection as no separate judgement was made about children in the Reception class, though teaching across the school was described as being good. A significant strength of the Reception class is the way in which the teacher plans work to ensure that the children make good progress. The teacher is well supported by her teaching assistant. They interact well with the children to support, question and develop understanding, knowledge and skills across the six areas of learning identified in the latest national guidance. Assessment is used well to identify the level of attainment on entry and activities are then matched to the needs of the children. A theme or topic links learning and adds interest. For example, during the inspection the theme was based on 'Goldilocks and the Three Bears'. There is an appropriate balance between teacher-directed activities in groups or as a class and activities where children pursue current interests, develop creative and imaginative skills and experiment. Resources, with the exception of a secure outdoor play area, are of a sufficient quality and quantity to foster learning in all areas. The school kiln is used well to promote creative development and knowledge and understanding of the world through the opportunities for pupils to work with clay. They make clay bears, see how the clay changes after being fired in the kiln and then changes again after being coated with glaze and fired again. Information and communication technology is well used to support children's learning. Good use is made of the classroom and adjacent area and attractive displays value children's efforts and add interest to the latest topic. The work of the part-time teacher complements that of the class teacher. The good teaching is leading to good progress within lessons and an analysis of work done by the previous Reception class shows that good progress is made during the year and most pupils achieve the required early learning goals by the end of the Reception year.

Personal, social and emotional development

55. Provision for personal, social and emotional development is good. Children, including those with special educational needs, learn to relate to each other and to adults and make good progress. They learn to share and take turns. The good quality of teaching ensures that the children develop confidence and independence. They also learn to make decisions. When the children went on a visit to the local church with pupils from Years 3 and 4 they chose their own partner from the older pupils and walked very sensibly with the partner to the church. Their behaviour in church was exemplary. They put on coats with some help where necessary and sit quietly when drinking their milk. They usually work well in small groups, whether supervised or unsupervised, concentrating well on what they are doing such as when they are in the role-play corner. However, when all are in the listening area there is some fidgeting,

at least until their interest has been captured. Most are on course to achieve the required early learning goals by the time they leave the Reception class.

Communication, language and literacy

56. The teaching of communication, language and literacy is good and leads to good progress by all pupils within lessons. In a good whole-class session a well-chosen text quickly captured the interest of the children and the teacher was able to use well-chosen, carefully phrased questions to review previous learning about books. Children know, for example, that there is a title page, that text is read from left to right and from top to bottom. The teacher expects all children to listen attentively and encourages them to speak clearly when responding to questions. Responses usually relate to the question asked. All are encouraged to answer, although sometimes they call out because of their enthusiasm. This activity developed early reading skills. In a subsequent group writing activity the learning was reinforced when children made their own book and their emerging writing skills reinforced the concept of story and that text has meaning. One higher attaining child 'wrote' at great speed and, when asked, was able to 'read' what he had written to the teacher very confidently. The activity also promoted children's co-ordination skills. They are beginning to understand what is meant by a capital letter and a full stop. The teacher provides a good role model when reading stories, communicating effectively that books and stories are interesting. Children take books home every night and the middle and higher attainers are building a sight vocabulary, recognising words, particularly the characters in the books such as 'Sam', 'Rosie' and 'Mo'. Lower attainers are able to talk about the pictures and are beginning to link pictures with text. Pupils are on course to achieve the required early learning goals by the time they leave the Reception class.

Mathematical development

57. The teaching is good and leads to good progress within lessons. This was shown in a whole-class lesson where children were learning to count accurately to ten and to know what is 'one more than'. Learning was very effectively promoted by a shopping activity linked to a 'Supermarket Song' sung to the tune of 'One Man Went to Mow' that captured the interest and imagination of the children. They also learned to sequence numbers to four. Higher attainers recognised that '1' and '3' side by side could be read as '13'. Subsequent group activities, not only with the teacher and the support assistant, but, for example, in the role-play corner, reinforced children's understanding of number. In addition, some activities with mathematical apparatus enabled pupils to enhance their dexterity and ability to manipulate objects with their hands. The language of size, such as large, middle-sized and small, was promoted through the three bears topic. A good variety of software helps children to make good use of computers in developing basic counting skills. The majority of the pupils are on course to achieve the required early learning goals by the time they leave the Reception class.

Knowledge and understanding of the world

58. Knowledge and understanding of the world is developed well and teaching is good. During the inspection children learned how materials change, for example when mixing porridge and milk, and again when the mixture is cooked in a microwave oven or when making a cake to celebrate a child's birthday. Understanding of change is also promoted when clay bears they have made are fired in a kiln. When applying

glaze they learn that the glaze changes colour during the firing. Construction apparatus enables children to make things such as vehicles that move. Children use a mouse successfully to control events on a computer screen to reinforce learning about how a simple electric circuit can make a bulb light up. A simple jigsaw program consolidates their ability to recognise letters. Tape recorders enable pupils to listen to stories. Children begin to develop a sense of place by drawing routes on simple maps of the route to the home of the three bears. Before a walk around the school children predict what they might find - grass, feathers, flowers, stones - and record what was found, so laying the foundations of investigative work in science. Knowledge and understanding of the beliefs of others is fostered mainly through religious education. During the inspection, those children who accompanied older pupils to the local church for a 'baptism' service in which the older pupils took the parts of the parents and godparents were helped to gain a good insight into what it means to be baptised as a Christian. These activities enable children to make good progress in lessons. This is particularly evident in their confidence when using information and communication technology. Whilst their attainment is currently below that expected for pupils of their age, except in information and communication technology, the good progress enables most children to meet the required early learning goals by the end of the Reception year.

Physical development

59. No teaching was observed in physical education so no judgement can be made about teaching in this area of learning. Children have three sessions per week in the hall. The lack of provision for outdoor creative play restricts their learning, progress and ability to meet the required early learning goals. However, there are some opportunities to develop co-ordination skills in music where children stamped around the hall to imitate the movements of 'Father Bear' and then to clap in time at the end of each verse of the song they were singing. Co-ordination skills are also developed when children learn to manipulate a mouse to control a computer screen, to hold and use pencils, paintbrushes and scissors correctly. They piece together pieces of construction materials and learn how they fit together.

Creative development

60. Creative skills develop both through independent work and good quality direct teaching by the teacher and teaching assistant. Progress of all pupils in lessons is good, though their attainment is below that expected for their age. They listen and move to music in a music lesson and attempt to sing in tune and clap to a rhythm. Most are able to stamp around the hall like 'Father Bear' but only a few can clap in time at the end of a verse. Children are provided with good opportunities to work with clay, to paint and do collage work. The growing confidence and imagination of the children was exemplified when depicting leaves falling from trees in the autumn using the medium of finger painting. Children, including those with special educational needs, are keen to describe their activities to adults. The good progress being made should enable children to attain the early learning goals for this area.

ENGLISH

61. The standards evident in pupils' current work are below average among seven-year-olds and 11-year-olds. Standards in reading are broadly in line with those expected but standards in writing and speaking and listening are below average. Compared to the previous inspection, standards have fallen, but this also reflects a drop in

standards of attainment on entry and a higher proportion of pupils with special educational needs.

62. In the 2000 national tests, the results for seven-year-olds were in line with the national average in reading and well below average in writing. The proportion of pupils who exceeded the national expectation in reading was below that found nationally, while in writing it was in line with the national expectation. In 2001, reading results were again broadly in line with the national average. Writing results have improved and are only slightly below the national average. When compared to schools with pupils from similar backgrounds, standards were average in reading and well below average in writing in 2000. In 2001, the early indications are that standards have improved and are closer to the average in reading and writing. Over time, standards in reading have been maintained at the level they were in 1996 while the national standards have slowly risen. In writing, standards improved to a peak in 1999 when they were well above average, but have now fallen again to below the national average. When compared to their scores on entry to the school, the Year 2 pupils in 2001 made a good level of progress with 40 per cent achieving a higher level than that predicted.
63. The results for 11-year-olds in 2000 showed that standards were well below the national average, and well below the average for schools with pupils from similar backgrounds. This was largely due to the fact that no pupils achieved above the expected level compared to 29 per cent nationally. The achievement of these pupils, in making the expected amount of progress over the four years from the end of Year 2 to Year 6, was also well below average. In 2001, the standards have improved, due to the remedial work the school has already undertaken, but they are still below average. This is partly due to the high proportion of pupils with special educational needs in last year's Year 6. These results are matched by the scrutiny of work from last year, which points to attainment that is below average. However, the scrutiny of work from the present Year 6 indicates an improvement and this should lead to a higher standard by the end of the year. This means that the school is more likely to achieve its target of 80 per cent of pupils reaching the expected level in the national tests in 2002, although they did not achieve the target set in 2001. Over time, standards have fallen from a high point in 1996 and have not kept pace with the national average. However, much of these changes have been due to the small cohorts and variations in pupils' achievements. For example, in 2001, when a high proportion of pupils had special educational needs, nearly 30 per cent did not achieve the expected level of progress between Years 2 and 6.
64. The comparison of one cohort with another is unsafe as the numbers in each year group are small and one pupil makes up a high percentage of the results. However, the school has recognised the weakness in English, especially in writing, and has drawn up plans to address it. These, some of which have already been started, include the use of the local authority literacy team to audit and advise on present achievement, the introduction of programmes for teaching phonics more effectively, individual targets for pupils, extra support for pupils who underachieve and more opportunities for extended writing. From the evidence of the present teaching and learning in the school, these innovations are already having a positive impact on standards.

65. In speaking and listening, standards, especially in speaking, are often unsatisfactory, although they do vary and there are a few articulate pupils who speak very well. Pupils listen effectively, especially in the junior classes. Listening skills in Years 1 and 2 are less well developed and require a great deal of work to bring them up to the required level. However, the teachers and teaching assistants are working hard, and often effectively, to provide appropriate activities to improve pupils' listening skills. For example, in physical education the use of parachute activities encourages the careful following of instructions. A significant proportion of the pupils do not have very well-developed speaking skills. They cannot respond to questions using full sentences and their language development lacks richness. This is also evident in their writing, through the often-limited choice of words. A further example of this was evident in the newly formed school council, which has only recently been formed and where debating skills are at a very early stage of development.
66. Standards in reading by the end of Years 2 and 6 are broadly in line with those expected. Pupils clearly develop good skills in decoding words. They know strategies for understanding new words, and they use context, illustrations and phonics to help them. However, many do not demonstrate a real enthusiasm for books or for reading and this has a negative impact on the enrichment of their language. Although a number do make use of public libraries, this is not widespread and the use of the library in school is in its early stages as it is a recent development. By the end of Year 2, pupils know about contents and index and the higher attainers understand the use of a glossary. By the end of Year 6, pupils are reading the most popular children's authors, such as Dick King-Smith and J. K. Rowling, with some enjoyment. However, they do not read with a great deal of expression and this tends not to bring the books to life. Teachers provide very good role models and read stories aloud to pupils very expressively and this clearly extends their enjoyment of the texts. In one very good history lesson, Years 3 and 4 pupils were given good tasks aimed at extending their research skills.
67. Standards in writing are below average overall. However, opportunities for extended writing and imaginative writing have been few and far between. The school has partly addressed this by dedicating one literacy lesson per week to writing, but also recognises that more needs to be done to raise standards further. In particular, there is a clear need to devise ways to enrich and extend the pupils' language, their vocabulary and their imaginative writing. In Year 2 the focus is very much on correct sentence writing, using appropriate punctuation. However, not enough opportunities exist for pupils to use these skills in more extended work and too much of their writing is based on completing worksheets. This also has a negative effect on their presentation skills and too much of their work is untidy and carelessly completed. Good examples in Years 3 and 4 of work being drafted, edited and then redrafted show that a start has been made on developing these skills and the school is successfully teaching a good joined writing style. By the end of Year 6, pupils are able to create more complex sentences, write paragraphs and write good narrative and descriptive passages. They are able to discuss the idea of character in a text. However, a significant number do not use complex sentences very often and the boys' attitudes towards writing are less positive than the girls' and less is often completed. Not enough opportunities are found for extended writing in other subjects such as history or religious education.
68. The overall quality of the teaching is at least good and in one lesson observed in Years 3 and 4 it was very good. This is better than the typical picture nationally and it

is clearly having an impact on the pupils' learning, although this has yet to be translated into rising standards by the time pupils leave the school. The literacy strategy has been fully introduced, although, again, the full impact of this is yet to be evident in results. However, the signs are encouraging; the rise in standards is evident and the quality of teaching observed is clearly improved on that found previously. Lessons are well planned and resources are appropriate. Teachers use the time available efficiently and keep up a good challenging pace throughout the lessons. Pupils with special educational needs are well provided for and often receive the targeted support of teaching assistants. Those who are high attainers also receive work often well matched to their ability. For example, one pupil works with another older class as literacy is her strength, and this enables her to be provided with suitably challenging work. However, teachers are very aware of the need to continually review this arrangement to make sure that it is in the best interest of the pupil concerned. The teaching of phonics is good and this is resulting in pupils having improved skills in sounding out new words correctly.

69. Pupils' learning is good in lessons, especially in whole-class sessions, but, for a number of pupils, it is impeded by the low level speaking and listening skills. In most lessons, children work hard and they demonstrate pride in their work. The school has recently introduced detailed individual target setting and this is clearly having a positive impact on pupils' learning. Teachers' marking is often very good and clearly tells pupils what they have done well and how they could improve further. This is also having a positive impact on learning.
70. The school runs a good bookshop to encourage children to save for and buy books that will extend their reading skills and generate interest in books generally. This is run well by a teaching assistant. The subject co-ordinator is knowledgeable and very concerned about the underachievement evident in some pupils' writing skills. However, her role in monitoring and supporting improvements in teaching is underdeveloped and the school recognises a need to develop this further. There is monitoring of planning and pupils' work. National test results have also been analysed, although this work needs to be further developed to make individuals' strengths and weaknesses more evident. The school is working hard to address this through a range of initiatives intended to address the weaknesses. Computers are being used very effectively, especially to develop word processing skills.

MATHEMATICS

71. The standard of current work is above average throughout the school and it is clear that very good progress is being made. This subject has been one of the school's strengths for a number of years. This shows a good improvement since the previous inspection when standards were in line with those found nationally. The current above average standards found among seven-year-olds demonstrate good progress on the below average standards found on entry to the school. By the time pupils leave the school at the end of Year 6 very good progress has been made.
72. The results of the national tests in 2000 show that standards were well above average at the end of Year 2. The tests at the end of Year 6 showed above average standards. In both cases an above average proportion of the pupils achieved the higher levels, building very effectively on their previous learning. In 2001, almost three quarters of the Year 2 pupils made the expected or better progress from their standard on entry to the school, with a fifth doing better than might be expected. In the Year 6 national tests over 90 per cent made the expected progress or better from

their scores at the end of Year 2. When the higher proportion of pupils with special educational needs is taken into account in Year 6, the results in the 2001 tests show that standards were above the national average nationally. The target set for the proportion of pupils achieving the expected level at the end of Year 6 in 2001 was exceeded. The target set for 2002 is appropriately challenging and is based on pupil's prior attainment. The pupils are again on course to exceed it.

73. Although in 2000 pupils achieved average levels when their prior attainment was taken into account, this should have improved in 2001, with good progress being made, although there was a high proportion of pupils with special educational needs. When compared with schools with pupils from similar backgrounds, standards were well above average at the end of Year 2 in 2000, and above average at the end of Year 6. The Year 6 pupils were also above average when compared to schools with pupils from similar backgrounds in 2001.
74. By the end of Year 6, pupils are able to work out consecutive numbers that add up to a given total. They are able to do this with larger numbers using a calculator to check their predictions. They can work out calculations accurately using brackets and are confident using decimals. High attainers are able to calculate using large numbers such as population figures. By the end of the year they can compare areas of shapes with different perimeters and to estimate and measure angles accurately. In Years 3 and 4 pupils can investigate the symmetry of a range of common two-dimensional shapes.
75. By the end of Year 2, pupils have a sound understanding of time, particularly about half past, quarter past and quarter to. They can order articles by their weight and are able to find fractions of simple two-dimensional shapes. High attainers can add coins and round up numbers to the nearest ten. Year 1 pupils are able to make amounts to 19p using computer activities. Less able pupils use real coins to solve a range of shopping problems, with varying degrees of support. The presentation of much of the Years 1 and 2 pupils' work is unsatisfactory.
76. Throughout the school, pupils have good opportunities to use their numeracy skills in other subjects. For example, in design and technology the Years 5 and 6 pupils use measuring skills in making their models with working circuits. Numeracy skills are also evident in science and geography. Very good use is made of information and communication technology. For example, in Years 5 and 6 the teacher made excellent use of calculators to teach the use of brackets in calculations, especially how to use the memory function of the calculator. A range of software for computers is available to teachers. In Years 1 and 2 pupils used a shopping activity to learn how to make set amounts of money from given coins. Older pupils are familiar with the use of spreadsheets to do calculations.
77. The quality of teaching is good overall. Teachers have very successfully introduced the National Numeracy Strategy and this has clearly had a very positive impact on standards. Lessons are well structured and paced. Teachers make very good use of resources. For example, very good use of the interactive whiteboard is made to introduce pupils to a new piece of software that they will be using in the classroom. Every lesson has clear objectives and these are often shared with the pupils, so that they have clear understanding of what is expected of them and what they are going to learn. These objectives are returned to at the end of lessons to consolidate learning and extend understanding further, if it is appropriate. Teachers make very good use of the teaching assistants and other support staff and volunteers to help

individual pupils or groups of those with special educational needs. Very good provision for those gifted at mathematics is made, with one pupil able to work with an older class where appropriate. This is having a beneficial impact on her learning.

78. The co-ordinator has worked hard to help introduce the Numeracy Strategy successfully. She has audited resources and these are much improved since the last inspection. More analysis of test results takes place, although this needs to be done in more detail, as the school has recognised. There is also a clear need to extend the monitoring and support of teaching and learning to ensure that good practice is spread round the school and that continual improvement is evident. A very good meeting for parents was held to explain the National Numeracy Strategy and those who attended found it helpful. In addition, parents praised the 'Maths Week' held last year, which included a range of special events and opportunities for parents to find out more about work in the school.

SCIENCE

79. The attainment of pupils is similar to that found at the last inspection when attainment was described as in line with national expectations at the end of Year 2 and Year 6. Teacher assessments at the end of Year 2 in 2000 showed that all pupils achieved the nationally expected level or above but fewer pupils achieved the higher level than is found nationally. The percentage achieving the expected level or above was very high when compared with similar schools. The percentage of pupils who achieved the higher level was broadly in line with the results of similar schools. The Year 2 teacher assessments for 2001 show that 73 per cent of pupils attained the level expected. Whilst this is lower than in 2000, the difference is accounted for by the difference in the cohort and the pupils with special educational needs.
80. Test results at the end of Year 6 in 2000 identified that the percentage of pupils who achieved the nationally expected level or above was below the national average. The results were also below average when compared with similar schools and schools with similar prior attainment at the end of Year 2. The results for Year 6 for 2001 show that 93 per cent of pupils achieved the nationally expected level or better. This is slightly higher than in 2000, though a lower percentage of pupils attained the higher level. The low numbers in each cohort make comparisons from year to year unreliable. There is no significant difference between the standards attained by boys and girls. The overall trend of improvement is below the national trend mainly because of the results in 2000.
81. Inspection evidence indicates that pupils make steady progress and achieve satisfactorily overall by the end of Year 2. Pupils continue to make steady progress and achieve satisfactorily overall by the end of Year 6. Within lessons, pupils in Years 3 to 6 learn well and make good progress.
82. By the end of Year 2 pupils, including those with special educational needs, make satisfactory progress in their knowledge and understanding and in their investigation skills. They are beginning to use appropriate scientific vocabulary. They know, for example, which domestic appliances use electricity, how broad beans germinate and how some materials can change when heated. They are able to compare the life cycle of a butterfly with that of humans. Through their investigations they are beginning to understand how to make a test fair, for example when testing how far toy vehicles will travel on different surfaces. They learn to make predictions before

the test and to draw conclusions afterwards, recording their findings in a variety of ways including graphs.

83. By the end of Year 6 pupils know more about the human body and the effect of exercise on the pulse rate. Their study of the human skeleton leads to clearly labelled charts identifying bones such as the cranium, clavicle, ulna and femur. When studying forces they understand how to make a fair test by investigating why different paper helicopters can take longer to reach the ground. When studying rocks they use good charts to record the properties of different types of rock – igneous, sedimentary and metamorphic. Through tasks that involve measuring, for example when investigating friction or pulse rates, pupils have the opportunity to use and consolidate their mathematical skills. Literacy skills are fostered by tasks that involve different types of recording such as charts, writing up investigations or drawing labelled diagrams. Information and communication technology is used effectively to support learning, for example when using the Internet to research scientists such as Alexander Volta. Pupils also use a digital camera to record work, as illustrated by their pictures of sandwiches that would exemplify healthy eating. The work of all pupils is never less than neat and legible.
84. Teaching and learning are good overall. Teaching and learning in Years 1 and 2 are satisfactory. In Years 3 to 6 teaching and learning are good overall, with some teaching being very good. This is an improvement since the previous inspection when teaching was judged to be satisfactory with some good teaching. This improvement is partly due to changes in staff and partly to the increased confidence of teachers who have a more secure subject knowledge and understanding. Where teaching and learning are very good, planning is based on the very good subject knowledge of the teacher and promotes investigative skills well in addition to knowledge and understanding. Teaching is brisk and questioning that includes all pupils, including those with special educational needs, is used well to promote and assess learning. Organisation and management are very good. Teachers have very high expectations of the pupils and set challenging tasks based on their prior attainment. Pupils have the opportunity to extend their learning through the use of information and communication technology. In consequence they are enthusiastic, concentrate well, work at a good pace, make rapid progress in the lesson and are aware of what they have learned. This was well exemplified in a Years 5 and 6 lesson where pupils were investigating electric motors and had to design and make a winch that would pull a toy car up a ramp. Pupils knew what was meant by 'commutator' and 'resistance'. After a review of the task, they were challenged to change the variables yet still have a fair test. Where teaching is satisfactory the pace of work tends to be slower and the teachers' expectations lower, though support for pupils with special educational needs is good and enables them to achieve as well as other pupils. Well-presented displays such as the working display relating to electrical circuits in Years 5 to 6 also consolidate learning as well as raising self-esteem. All work is marked. However, work is not marked consistently and does not further pupils' knowledge and understanding or set targets for subsequent learning.

85. The subject is soundly managed by the co-ordinator who has a clear view of the aims and priorities for the subject. The intention to monitor teaching and learning through work sampling and lesson observations has not yet been implemented. There is a science policy approved by the governing body in 1999, but this is in need of review, particularly in respect of assessment and the recording of pupils' progress in a common format across the school so that assessment informs planning, links with other subjects and establishes the role of the co-ordinator in monitoring teaching and learning. The scheme of work is based on the latest national guidance. This ensures continuity and progression across both key stages. Analysis of attainment at the end of Years 2 and Year 6 is good and enables the school to identify areas of weakness in both pupils' learning and in the teaching. The school recognises that ongoing assessment needs to be more consistent and recorded similarly across the school. Resources are satisfactory for the delivery of the National Curriculum. The school is able to make good use of the grounds, other facilities nearby and educational visits, for example to the seaside and to a river valley, to support learning. This helps to raise attainment.

ART AND DESIGN

86. Standards of attainment in art and design are broadly in line with those expected by the end of Year 2 and Year 6 and have been maintained since the previous inspection. The work is often linked to other topics, particularly in history. During the inspection it was not possible to observe any lessons, apart from one session with a volunteer teaching weaving. This resulted in good learning about the skills involved.
87. A recent visit to an art gallery undertaken by Years 1 and 2 offered them the opportunity to learn about portrait painting, and to follow this up with work in a similar style. Evidence from pupils' past work shows very careful observational drawings of twigs and leaves.
88. In Years 3 and 4, good clay models of Roman lamps have been produced. The use of clay for three-dimensional work is widespread and good use is made of the school's kiln. The entrance hall contains past work showing colourful tiles and a variety of slab, coil and thumb pots. A further link to the Romans has been made through weaving work, undertaken with a volunteer helper. Pupils have learned about yarn and how strands of wool can be made thicker through techniques such as plaiting and twisting. They have created very colourful patterns from woven cloth. Computers have been used effectively to create colourful and symmetrical mosaics. In Years 5 and 6 pupils have produced very good large silhouette pictures. These provide a very good cross-curricular link to their history work on the Victorians, when they have studied examples of cameos and other silhouettes. Very good pencil sketches of Victorian artefacts are displayed and these show a good level of skill in using pencil to depict depth through shading.
89. The co-ordinator's role in spreading and supporting good practice across the school has been recognised as an area needing improvement. The school has built up an appropriate scheme of work covering the necessary skills and processes. Little evidence exists of any work based on other artists and cultures but the school's planning shows that these aspects of the curriculum are taught. The use of assessment and record keeping to illustrate pupils' progress and achievements is underdeveloped.

DESIGN AND TECHNOLOGY

90. Overall, the standards in design and technology are broadly in line with those expected by the end of Year 2 and better than expected by the end of Year 6. This represents an improvement since the last inspection, especially in Years 1 and 2 where aspects of the curriculum were not covered fully. It is now evident that pupils design and evaluate their work as well as make things.
91. Pupils in Year 2 can design and make picture frames to hold photographs. However, these are spoilt by untidy presentation due to poor drawing and cutting of straight lines. However, they also make small patchwork quilts that they sew carefully and neatly and which make colourful tablemats. Good use of volunteer help is made to support pupils while they create papier-mâché horses, using wool for manes and tails and making saddles and stirrups.
92. Cooking skills form an important part of the curriculum and pupils in Years 2 and 4 took part in activities with volunteer helpers during the inspection. The younger pupils baked shortbread biscuits, learning to follow a recipe and how to roll and cut the mixture. In Year 4, pupils made Roman style food in work linked to their history topic. Years 3 and 4 pupils design and make good musical instruments for hitting and shaking. In Year 6, pupils are able to use a variety of skills to join card and wood to make a variety of good models, using circuits to light a bulb or set off a buzzer, in work linked to their science topic. For example, one group built a ramp, partly at home, down which a car rolls and touches contacts underneath to light a brake light.
93. Only four lessons were observed, and volunteer helpers took three of those. The overall quality of the teaching is good. Pupils are very enthusiastic about the work but do not always demonstrate enough care in the neat finishing of articles. Resources are appropriate for full coverage of the school's scheme of work, which is based on national guidance. The co-ordinator's role in supporting other teachers and spreading good practice is not fully developed and the school plans to address this in the present development plan.

GEOGRAPHY

94. Inspection evidence based on a scrutiny of pupils' work indicates that standards of attainment are in line with national expectations at the end of both key stages. The school has maintained the standards identified in the previous report. All pupils, including those with special educational needs, make steady progress throughout the school.
95. By the end of Year 2, pupils have an understanding of some features of the landscape, such as hill, mountain, canal and road. They know about different types of buildings and can identify streets and buildings on a plan. They are able to draw a plan of a room using a key to identify the features. Knowledge of compass points is fostered through activities in which pupils follow instructions to attach pictures to a sheet of paper such as, for example, place the castle in the north. By the end of Year 6, pupils compare and contrast Holme with other localities including a village in India. They know about different regions of the world and the names of continents and oceans and locate them on a map of the world. They know about weather and the features of rivers. Where a topic is revisited, particularly studies of the local area and map-work skills, the learning is extended appropriately. Learning is also promoted

through visits and the use of resources such as books, maps, photographs, and information and communication technology.

96. No teaching was seen so there is insufficient evidence to make a judgement about teaching and learning. However, from looking at work in pupils' books, there is evidence to indicate that the teaching enables pupils to enhance their numeracy, literacy and information and communication technology skills. The use of these skills also promotes effective learning in geography, for example the use of CD-ROM to research information when studying rivers and by watching the video that comes with the study pack on a village in India.
97. The subject is soundly managed within the context of the designated responsibilities for the co-ordinator. The school recognises that the policy is in need of revision to incorporate more fully education inclusion, the use of information and communication technology to foster learning, school-wide formative assessment procedures and the role of the co-ordinator, particularly in relation to the monitoring of teaching and learning. The scheme of work has been revised in line with the latest national guidance and ensures continuity and progression in learning, not only in skills but also in knowledge and understanding. This is an improvement since the previous inspection. There are sufficient resources to support learning in all areas of study and new atlases have strengthened resources since the previous inspection. The co-ordinator monitors planning to ensure that the pupils are taught the essential geography skills as well as knowledge and understanding. There is also some monitoring through assemblies when examples of work are read and shown to the whole school. However, this monitoring has only a limited impact on teaching and learning and the raising of attainment. Short-term assessment through the marking of work is inconsistent. Comments usually refer to the efforts of the pupils, but do not assist pupils to further their knowledge and understanding and so raise their attainment.

HISTORY

98. Inspection evidence indicates that the standards of attainment at the end of Year 2 and Year 6 are broadly in line with national expectations. The school has maintained the standards of attainment identified in the previous inspection. Pupils, including those with special educational needs, make steady progress throughout the school.
99. By the end of Year 2, pupils have begun to develop a sense of the past and its difference from the present. Through their study of toys, the seaside and famous people such as Florence Nightingale, they learn key vocabulary including 'then', 'now', 'old', 'new', 'chronological order' and 'time-line'. By the end of Year 6, pupils have extended their knowledge and understanding through studies of, for example, the Aztecs, the Tudors, and the Victorian period. Skills are promoted through careful observation of objects of historical interest, such as shuttles used in weaving, and by using resources such as books, photographs and information and communication technology, as in a Year 6 lesson on travel in Victorian times, to research information. In this lesson, too, pupils were set a homework task for the forthcoming half term to research aspects of the topic using books and, if available at home, a computer.
100. Teaching and learning are good overall. In Years 1 and 2 teaching and learning are satisfactory. In Years 3 and 4 teaching and learning are very good and in Years 5 and 6 teaching and learning are good. Teachers have a secure level of knowledge

and understanding of the subject that promotes learning and this is reflected in the planning of the topic. All teachers observed manage the pupils well and have high expectations of behaviour so that there is a positive learning ethos in the classrooms. Where teaching is very good, as, for example, in a lesson in Years 3 and 4, the teacher uses questions very effectively to recap what has been learnt on a visit to a Roman settlement, particularly about the Roman bath house. The high expectations of the teacher enabled all pupils to contribute to the lesson. The higher attainers showed that they had a greater grasp of detail when, for example, they were able to explain what is meant by a plunge pool. The teaching enabled all pupils to further their knowledge and understanding of chronology and extend their research skills through well-chosen and well-resourced tasks that were well matched to their prior attainment and consolidated their literacy skills by using bullet points when making lists. Throughout the lesson pupils were motivated by the teacher and responded well through their interest and enthusiasm. The main difference between the very good teaching and the satisfactory teaching lies in the match of activities to the different levels of ability and maturity in the mixed age classes.

101. The co-ordinator manages the subject soundly but the school recognises that the role is underdeveloped. The monitoring of planning has only a limited impact on teaching and learning and the raising of attainment. Short-term assessment through the marking of work is inconsistent. Comments usually refer to the efforts of the pupils, but do not assist pupils to further their knowledge and understanding and so raise their attainment. The policy provides satisfactory guidance for teachers, but some revision of the sections on teaching and learning and assessment and record keeping, in addition to identifying more clearly how information and communication technology can support learning, will help to improve teaching and raise standards of attainment. The scheme of work is based on the latest national guidance, and ensures continuity and progression in knowledge and understanding and skills. Resources are now better than at the time of the previous inspection through the purchase of books, photographs, posters and objects of interest. Educational visits, for example to sites of Roman occupation, are used well to enhance the learning opportunities for the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. Standards at the end of Year 2 are as expected, and this has been maintained at the same level as was found at the previous inspection. However, by the end of Year 6 standards are above expectations and this shows an improvement since the last inspection. Resources have improved, as has the expertise and confidence of teachers and other staff. The co-ordinator has recently set up a school website and this is planned to act partly as a forum for displaying examples of pupils' work to a wider audience.
103. Children in the Reception class get a good grounding in basic skills and this is built on effectively in Years 1 and 2. They use the mouse with confidence and accuracy, and they demonstrate a growing knowledge and understanding of the meaning of various icons on the screen. In one lesson the teacher made very effective use of an interactive whiteboard to introduce a new activity, based on the class's mathematics topic. This enabled all pupils to clearly see how the software worked before having the opportunity to try it in the classroom. This software was then available in mathematics lessons and pupils worked enthusiastically with the teaching assistant to compete in making up amounts of money needed to buy toys.

104. Pupils in Years 3 and 4 used computers to research information for their history topic. They use CD-ROM and the Internet with confidence. They can use a word processor package to create a folder divider with an appropriate heading, change font styles and sizes, and then merge this with an illustration. By the end of Year 6, they use databases to quiz and analyse information, and spreadsheets to work out calculations such as costs per unit. They can produce a range of graphs and tables and use a scanner to create a picture.
105. The quality of teaching observed during the inspection was good. This is backed up by the good progress evident from the pupils' enthusiasm and growing expertise. They work happily on the computer individually and in groups, negotiating and discussing solutions. The teachers make very good use of a range of hard- and software, such as the interactive whiteboard, scanners, programmable robots and calculators. The good teaching leads to pupils having a good understanding of the correct terminology, which they use confidently and accurately. A strength is the way in which staff make use of computers as a tool for learning in all lessons.
106. The co-ordinator is very enthusiastic and knowledgeable, and this has spread to other staff. Improvements since the last inspection have been carefully planned and resourced. For example, control technology apparatus has improved resources to ensure the full coverage of the curriculum. Time has been provided for the co-ordinator to do some monitoring of the subject as it has been a focus for development. This time has been used well and this is having an impact on standards. For example, she has led some staff training in new equipment and has produced good guidance on useful websites for staff. The co-ordinator has a good idea of the appropriate future developments needed in the subject. For example, the development of a useful assessment system to enable teachers to plan work that extends pupils' knowledge and skills further is recognised as a need.

MUSIC

107. At the previous inspection no judgement was made about attainment. Evidence from this inspection indicates that standards of attainment will be broadly in line with what is expected of pupils at the end of both Year 2 and Year 6.
108. By the end of Year 2, pupils have made steady progress in all aspects of music required by the National Curriculum. They use their voices expressively when singing songs such as 'What a Show'. They listen carefully to sounds heard outside and record these pictorially. They learn to clap rhythmically, repeating simple patterns, and to handle and play percussion instruments carefully, varying the sounds they make. The singing is tuneful and they begin to use body movements when practising for a performance. In Years 3 to 6, pupils continue to achieve satisfactory progress overall, though in some lessons, where teaching is good, progress is also good. Through a well-structured curriculum they enhance their singing skills, particularly by using their voices more expressively. They use their voices to devise sounds to accompany songs and record these on a board in a format that introduces pupils to notation. Pupils also compose music, for example to illustrate a poem about 'Birds', and record this on tape to play back to the class. However, they do not have the opportunity to use information and communication technology software to compose music using a computer.
109. Teaching and learning are good overall. In Years 1 and 2 teaching is satisfactory and pupils make steady progress in the lessons because of the rapport with the teacher,

the interest generated and the teacher's expectations of behaviour and work. From Year 3 to Year 6 teaching and learning are good. Good use is made of other adults, notably a teaching assistant with a talent for music, to support learning. Teachers are confident about what they are doing, teach at a brisk pace and use question and answer techniques well to review, assess and extend learning. They have high expectations of behaviour and the application of the pupils to the tasks that are challenging, but attainable. These factors ensure that teaching and learning are good in a Year 3 and 4 lesson where, for example, pupils devise ways to record the vocal sounds they had invented such as 'Sh Sh Sh Chunga Chunga Chunga Chunga Sh' to follow the words at the end of a song. Similarly, pupils in Years 5 and 6 made good progress in their understanding of notation and playing percussion instruments in time whilst closely watching a conductor.

110. The co-ordinator manages the subject satisfactorily and the scheme of work covers all National Curriculum requirements. The planning is helped by the appropriate use of a commercial scheme. The school has adequate resources of books and instruments for the curriculum. This is an improvement since the previous inspection when the range of instruments was described as narrow. Music of different cultures is reflected in a growing stock of recorded music and in songs learned. The policy is in need of revision, particularly in respect of assessment and recording, teaching and learning strategies, monitoring and evaluating teaching and learning and the use of information and communication technology other than tape and CD players.
111. Extra-curricular activities enrich the music curriculum. Pupils have the opportunity to learn the violin, recorder and other woodwind instruments through the peripatetic service, though this is no longer free. These opportunities are open to all pupils, including those with special educational needs. One pupil with special educational needs is benefiting from clarinet lessons. Annual productions such as 'A Victorian Christmas' provide opportunities for singing and playing. The performances are open, not just to parents, but anyone in the community. Performing for audiences of pupils, parents and other sections of the local community raises pupils' self-esteem and confidence as well developing their musical skills.

PHYSICAL EDUCATION

112. Most pupils reach the expected standard of attainment in physical education by the end of Year 2. By the end of Year 6, standards are above those expected and this has been maintained since the last inspection.
113. Pupils in Years 1 and 2 take part in activities using a parachute, intended to develop their listening skills, to improve their ability to follow instructions, co-operate and to work together as a team. These pupils are clearly benefiting from this work and they demonstrate a great deal of enthusiasm for the activity, as well as a sound level of control of their movements under the parachute. They know the reasons for warming up before exercise and how this helps to speed up their heart rate.
114. In Years 3 and 4, pupils demonstrate good dance skills in response to poetry linked to the texts they are studying in their literacy lessons. They create imaginative shapes with their bodies, working both near the ground and at higher levels. Pupils were used very effectively to demonstrate good levels of skill, helping others to evaluate and improve their own work. In Years 5 and 6, pupils have good hockey skills, and they show good control of the stick and ball and a growing sense of positional play when attacking and defending.

115. The overall quality of teaching is good, and in one lesson in the juniors it was very good. Teachers plan and manage the lessons well and with a regard for safety. Expectations are high and the good quality teaching results in effective learning of games and dance skills. It also encourages the good response of pupils who therefore have positive attitudes towards their work. The teaching of games to the older pupils is good. Years 5 and 6 pupils have hockey skills better than may be normally found for their ages, enabling them to control, pass and dribble a ball well. In one large side game they demonstrated good positional skills and a very clear understanding of the different requirements of defending and attacking play. During the activity they play well as a team, even in the restricted space available.
116. The co-ordinator is knowledgeable and enthusiastic. The school makes very good use of the local community in providing extra-curricular activities and team games. For example, a local football coach runs an after-school club and the local bowling club provides a facility for the school in the summer months. Older pupils are able to take part in a residential visit which includes a range of outdoor and adventurous activities.

RELIGIOUS EDUCATION

117. Evidence from the present inspection indicates that standards of attainment by the end of the year are in line with those expected of pupils at the end of Year 2 and Year 6. The school has maintained the standards identified in the previous report for pupils at the end of Year 6. No judgement about standards of attainment at the end of Year 2 was made in the last report. Pupils with special educational needs make the same steady progress as other pupils because of the way their learning is supported.
118. By the end of Year 2, pupils know about the life of Jesus, particularly about Christmas and Easter. They know about people who help, for example the Salvation Army. Through their visit to a local church they learn about the font, pulpit, lectern and bible and the altar. In addition, they learn about Islam. By the end of Year 6, pupils have extended their knowledge and understanding of Christianity, the Christian way of life, and the important festivals. Pupils also have extended their knowledge and understanding of Islam and know about the prophet Muhammad, the Qur'an and the Five Pillars of Islam. By studying Buddhism, pupils are able to compare and contrast the customs and beliefs of Buddhists with Christianity and Islam.
119. No teaching was seen in Years 1 and 2, so no judgement can be made. Teaching in Years 3 to 6 is very good overall. Teachers have high expectations of behaviour and use a range of teaching strategies that arouse the interest of the pupils, ensuring that learning is good. The good subject knowledge of the teachers led to planning that included very clear learning objectives. One lesson, when Years 3 and 4 visited the local church, accompanied by the Reception class, was excellent. This was part of a series of lessons about ceremonies in the Christian church. The vicar conducted a 'baptismal' service in which a doll, wearing the christening robes of one of the pupils, was baptised. Pupils role-played the parents, godparents and close relatives, whilst other pupils and a number of parents formed the congregation. All had service sheets and said the appropriate responses. The excellent planning, organisation and management, and the very high expectations of all pupils was rewarded by a very moving ceremony that captivated the attention of all present. All listened very carefully throughout and when, during his explanation of the service, the vicar asked

pupils if they knew what 'repent' meant a very good answer came from a pupil with special educational needs. For the Years 3 and 4 pupils the visit brought home the importance and significance of baptism for Christians, consolidating their previous learning through this memorable experience.

120. The subject is soundly managed and the co-ordinator has reviewed the scheme of work using the latest guidance in the locally Agreed Syllabus so that there is continuity and progression in learning. The policy is in need of revision, particularly in relation to strengthening the sections on teaching and learning, educational inclusion, monitoring and evaluation, cross-curricular links and the development of school-wide strategies for assessing and recording pupils' progress. This will enhance teaching and so foster learning. Teachers' planning is monitored and some work is sampled in the subject assemblies. This ensures curriculum coverage, but has little effect on the quality of teaching and learning and raising standards of attainment. Resources for the subject are satisfactory and have been strengthened since the last report, notably by the purchase of new books and objects of religious interest to support teaching about world religions. Information and communication technology is used to support learning, for example when using the Internet to research Islam. Pupils also make very good use of a digital camera, for example when visiting a local church, and print the pictures, adding text using word processing software. There is no structured assessment system to monitor the progress of pupils and to inform planning. The marking of pupils' work does not do enough to develop their knowledge and understanding. Planned visits, for example to the local churches, enrich the curriculum.