

INSPECTION REPORT

ROSLISTON CE PRIMARY SCHOOL

Rosliston, Derbyshire

LEA area: Derbyshire

Unique reference number: 112851

Headteacher: Mrs E. Greenwood

Reporting inspector: Paula Allison
21420

Dates of inspection: 19th – 21st June 2001

Inspection number: 195123

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: Foundation

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Main Street
Rosliston
Swadlincote
Derbyshire

Postcode: DE12 8JW

Telephone number: 01283 761409

Appropriate authority: The governing body

Name of chair of governors: Mr Brian Matkin

Date of previous inspection: 4th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21420	Paula Allison	Registered inspector	Mathematics Art Music Religious education Foundation stage	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19443	Nancy Walker	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?
21073	Roger Fry	Team inspector	Science Information and communication technology Design and technology Physical education Equal opportunities	How good are the curricular and other opportunities offered to pupils?
21666	Andrew Margerison	Team inspector	English History Geography Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small rural primary school with 81 boys and girls on roll. They are taught in four classes and the headteacher teaches in one class each morning. The school serves the village of Rosliston, but also takes pupils from the surrounding area, and some parents choose to bring their children here from further afield. All pupils are of white ethnic origin. The percentage of pupils eligible for free school meals is well below average, but 20 per cent of pupils are on the school's register of special educational needs, which is about average. Four pupils have statements of special educational needs, which is well above average. Attainment on entry is broadly in line with what is expected for children of this age.

HOW GOOD THE SCHOOL IS

This is a popular village school with a positive, caring ethos; a place where individuals matter. It provides very well for pupils' personal development and has a good partnership with parents and the local community. Pupils' attitudes and behaviour are very good. It is an effective school achieving good standards. The quality of teaching is good and the headteacher provides good leadership. There are some improvements needed in planning for teaching and in the monitoring of the work of the school, but taking into account the standards achieved and the quality of the education being provided, the school gives good value for money.

What the school does well

- Standards are good and pupils achieve well.
- The school provides very well for pupils' personal development. Pupils learn to be tolerant and care for others.
- Pupils' attitudes and behaviour are very good. They are keen to learn and work hard.
- The school cares well for individuals and ensures that all pupils are included in its activities.
- There is a good quality of teaching and learning.
- The headteacher provides good leadership, and governors are loyal and supportive.
- The school has a good partnership with parents and the local community.

What could be improved

- Higher attaining pupils are not always sufficiently challenged by the work they are given to do and sometimes do not achieve as well as they could.
- The school is not always clear about what pupils' achievements are and so teachers do not have enough information on which to base their planning.
- The school does not yet adequately monitor and evaluate its performance, so as to ensure that there is effective action to secure improvement.

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 March 1997 and the school has made satisfactory improvement since then. Soon after the inspection, it became possible for the school to extend and improve the accommodation and this successfully addressed one of the two identified issues. Teachers have reviewed schemes of work, but they were overtaken by the introduction of changes to the curriculum itself. Good standards have been maintained, although they are sometimes affected by higher attaining pupils not achieving as well as they could do. The school has maintained very good standards in pupils' attitudes and behaviour and in the quality of the care and provision for pupils' personal development.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	C	A	C
mathematics	A	B	D	E
science	A	A	D	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

*A** This means that pupils' results at the school are within the range of the top five per cent of schools across the country.

The number of pupils in each year group is very small and this means that test results are not reliable as an indication of school performance. The performance of one or two pupils can make a big difference to the statistical results of the school, so that its performance can apparently vary considerably from year to year. However, the data show that the school usually achieves good standards in English, mathematics and science, and has maintained these standards for the last few years. They compare well against national standards and the standards achieved by similar schools. Last year standards were lower because few pupils achieved above the expected levels, particularly in mathematics and science.

The school has taken measures to improve standards, for example by employing an extra teacher and dividing the Key Stage 1 class and by changing the approach to teaching mathematics. These measures are beginning to have an impact. During the inspection, pupils were found to be working in English, mathematics and science at levels at least in line with what is expected, and results this year are likely to be higher than they have been.

Standards in other subjects are at least in line with what is expected. Inspection evidence suggests that there are particular strengths in physical education, but some weaknesses in design and technology.

Children's attainment as they enter the school is broadly in line with what is typical of children nationally. Children make good progress in their first year in school and enter Year 1 achieving at least in line with what is expected for children of this age. The good progress continues through the school, although sometimes higher attaining pupils do not achieve as well as they might do.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and well motivated. They listen attentively in class and concentrate on the tasks they have been given to do.
Behaviour, in and out of classrooms	Very good. Pupils adhere to school routines and move around the school in an orderly fashion. They are polite and respect others.
Personal development and relationships	Very good. Pupils co-operate well in class. They share equipment and discuss their work with each other. Older pupils are willing to take on responsibilities in the running of the school.
Attendance	Good. Pupils enjoy coming to school and are rarely late.

Pupils' very good attitudes and behaviour have a positive impact on the quality of their learning and the progress they make.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 quality of teaching in the school is good. All the teaching observed during the inspection was at least satisfactory. Much of it was good (71 per cent). One lesson was very good (6 per cent). There are particular strengths in the teaching in the reception class and in the lower junior class, where planning is more thorough than elsewhere.

One of the major strengths of the teaching throughout the school is the quality of the relationships in classes. Teachers treat their pupils as individuals. They manage their classes well and set high expectations for behaviour. They teach the basic skills of literacy and numeracy competently. They are imaginative in their methods and use practical activities to help develop pupils' understanding, for example in investigational work in science.

Teachers usually meet the needs of all pupils well, but sometimes their planning is not precise enough and the work they give pupils does not challenge them enough. This particularly affects the higher attainers. Teachers know their pupils very well but sometimes they rely on this personal knowledge too much and do not record pupils' achievements accurately.

The quality of learning is good. Pupils work hard and apply themselves to what they are given to do. They make the most of the experiences with which they are provided.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school teaches all subjects and enhances the curriculum well with such events as 'Poetry Week' and sporting activities.
Provision for pupils with special educational needs	Satisfactory. There is a good level of personal care for pupils with special educational needs and good involvement of parents. Pupils are well supported in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. In assemblies and religious education lessons pupils learn to appreciate religious values. The school effectively promotes tolerance and good relationships. There is a clear framework for expected behaviour and good attention to pupils learning right from wrong. Pupils gain an awareness of their own and other cultures.
How well the school cares for its pupils	Good. The school cares very well for pupils on a personal level and does all it can on a day to day basis to ensure that pupils are safe and secure. Satisfactory assessment procedures are in place but are not used effectively to track the progress of pupils and help teachers plan.

The school works well in partnership with parents and the local community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school well, particularly in the way in which she fosters and promotes good relationships and care for others. She is aware of the strengths and weaknesses of the school and has begun to address them. She does not yet adequately monitor the quality of the teaching and learning, or ensure that there is a shared commitment to improvement.
How well the governors fulfil their responsibilities	Governors are loyal and very supportive of the school and its community. They give of their time generously. They execute their statutory duties well. Most governors visit the school on a regular basis but their monitoring is not yet sufficiently focused. They do not have enough information for them to be effectively involved with strategic planning for the school.
The school's evaluation of its performance	The headteacher is taking a lead in starting to monitor standards and track pupils' progress. This is beginning to provide the school with the information it needs to focus on achieving consistently high standards.
The strategic use of resources	The school uses all its resources satisfactorily. The investment in staff and accommodation has positively improved the quality of the education provided and is beginning to impact on the standards achieved. Staff and governors monitor the finances well and ensure that they get value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They can approach the school with any concerns they might have. • The school has high expectations of their children. • The school helps children to become mature and responsible. • The quality of teaching is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of extra-curricular activities. • The amount of information they get about what children are learning and the progress they are making.

- The inspection team fully agrees with the positive views of parents, except that they have found some weaknesses in the way in which the school is led and managed.
- The inspection team disagrees with parents about the range of extra-curricular activities. The range is good, particularly for a small school and is appropriate for the age of the pupils involved.
- The inspection agrees with parents that more information could be given about what children learn and the progress they are making.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The number of pupils in each year group is very small and this means that test results are not reliable as an indication of school performance. The performance of one or two pupils can make a big difference to the statistical results of the school, so that its performance can apparently vary considerably from year to year. However, the data show that the school usually achieves good standards in English, mathematics and science, and has maintained these standards for the last few years. They compare well against national standards and the standards achieved by similar schools.
- 2 At the time of the last inspection pupils' standards were judged to be above average, but this was based on the high percentage of pupils achieving expected levels. It was noted that very few pupils achieved at above average levels. Since then there has been some improvement in higher attainment but this has not been consistent.
- 3 Last year standards were lower than they had been. In English standards were above the national average and in line with those achieved by similar schools. In mathematics and science standards were below the national average and well below similar schools. Although virtually all pupils achieved the expected levels in these subjects, very few achieved anything above this. The school is very successful at ensuring that virtually all pupils achieve expected levels. It is less effective in making sure that higher attainers consistently achieve as much as they can.
- 4 Children's attainment as they enter the school is broadly typical of children nationally. Some children come with well-developed skills, but there are also a number who are identified as having special educational needs. Children make good progress in their first year in school and enter Year 1 achieving at least in line with what is expected for children of this age. The good progress continues through the school, although sometimes higher attaining pupils do not achieve as well as they might do. By the ages of seven and eleven, almost all pupils achieve the levels expected of pupils of this age, which is quite significant when the number of pupils with identified special educational needs is taken into account. But sometimes few achieve above this.
- 5 The school has taken measures to improve standards, by for example employing an extra teacher and dividing the Key Stage 1 class. This has made it easier for the infant teacher to plan, as she now has two age groups instead of three. The needs of the youngest children are being catered for more readily, which has helped to improve what they achieve. There has been a change in the way in which mathematics is taught. The National Numeracy Strategy had focused teaching much more on class and group teaching rather than on individual work, although there is still an element of this individual work

in the approach in the upper junior class. However, results in all subjects this year are likely to be higher than they have been. Targets were almost reached last year and are likely to be reached this year.

- 6 Most groups of pupils achieve well in most subjects and there are no significant differences in attainment between groups of pupils of the same capability. Higher attainers do not always have hard enough work to do in, for example, mathematics and science and they do not always achieve all that they should. Girls attain slightly higher than boys do, but more boys have special educational needs. The school takes effective action to provide all pupils with equal opportunities to do everything the school provides. Gifted and talented pupils have been identified in some subjects, such as physical education. Several boys play cricket at a representative level in the county.
- 7 Pupils with special educational needs make satisfactory progress in academic skills. They gain the knowledge and understanding they need to enable them to tackle the tasks they are given. They make satisfactory progress towards the targets in their individual education plans, but progress is sometimes restricted by these targets in their individual education plans being too general. However, taking into account their progress towards developing good standards of behaviour and their personal development, overall they achieve well.
- 8 During the inspection, pupils were found to be working in all subjects at levels at least in line with what is expected. In English by the age of seven, pupils listen carefully to questions and instructions and take part confidently in discussions. They read simple texts fluently, having developed a comprehensive sight vocabulary and knowing how to use phonics or pictures to work out unfamiliar words. They enjoy reading books and magazines at home and in school. They write independently and their stories or descriptions of events have a clear beginning, middle and end. They spell simple common words correctly. By the age of eleven, pupils have a sufficiently secure subject vocabulary to effectively express their thoughts and ideas. They speak confidently to a larger audience. They enjoy reading and can recount the significant ideas, events and characters in stories. They write in a joined up style using a wide range of punctuation, including commas, exclamation and speech marks in their work.
- 9 In mathematics by the age of seven, pupils have a sound understanding of place value and can order numbers up to and above a hundred. They read times in hours and half hours on digital and analogue clocks. By the age of eleven, pupils have acquired confident skills in handling numbers. They accurately carry out quite complex calculations, for example using long multiplication and division. They add and subtract fractions and decimals.
- 10 Pupils gain confident skills in literacy and numeracy and they use these across the curriculum. They take part in discussions and regularly talk about their ideas. They use their reading skills when researching in history and geography. They record their findings after carrying out investigations in

science. They measure accurately and use graphs and tables in science and geography.

- 11 In science by the age of seven, pupils know about sources of light and sound. They observe carefully and talk about their observations. By the age of eleven pupils have a good knowledge and understanding across all aspects of science. They make generally accurate predictions and understand what makes a fair test. Pupils learn to use bar and line graphs and pie charts to display their results and to help them work out the meanings of their experiments.
- 12 Standards in other subjects, including religious education, are at least in line with what is expected. Inspection evidence suggests that there are particular strengths in physical education, but some weaknesses in design and technology. Standards in information and communication technology have been lower than is expected, but the school has taken action to improve this.

Pupils' attitudes, values and personal development

- 13 Pupils' attitudes, values and personal development are all very good. High standards have been maintained since the last inspection and parents recognise the good standards achieved. The school has been very successful in promoting tolerance and very good relationships between pupils and this is one of the reasons parents choose the school. The high standards of behaviour and the positive attitudes have a major impact on the quality of learning and the progress pupils make.
- 14 Pupils arrive on time, they settle quickly and they listen very carefully to what is being said in lessons. They are enthusiastic and well motivated and they are keen to play a full part in lessons. Even when the work they are asked to do is difficult, they persevere and work hard to produce good results. An example of these very good attitudes was seen when a visitor from the local play group came to read to the youngest pupils. They were enthralled throughout the story. Older pupils often continue their learning at home, for example by accessing the Internet to search for information on Ancient Greeks, Antarctica, and weather features. Parents confirm that their children are keen to attend school and this is reflected in the school's above average attendance figure. Bearing in mind that each pupil represents over one per cent of the total, it is particularly commendable that the school continues to achieve such high attendance figures.
- 15 Pupils behave very well, both in lessons and throughout the school. They adhere to school routines, they follow instructions promptly, and they move around in a very orderly manner. There was no unruly behaviour observed anywhere during the inspection week. There has been one fixed term exclusion during this school year, but it is the only one in at least the previous four years. Pupils are polite and well mannered to each other and to adults. They raise their hands in lessons to ask and answer questions and they politely wait their turn without any impatience. They look after their own and

other peoples' belongings and they show a high degree of trustworthiness. For example, the magnetic counters used for wall board games in the playground, such as noughts and crosses, are left out for the day without fear of any going missing.

- 16 Pupils build very good relationships with teachers and with each other. They play and work very well together sharing ideas and equipment. Examples of the very high standards in pupils' personal development were seen on very many occasions during the inspection week, especially the way they work together sensibly. For instance, in an art lesson, pupils as young as six were sharing equipment and were maturely discussing their ideas with each other as to which colours to mix. Yet they were not tempted to simply copy each other's work, but produced their own individual paintings. Another very good example was seen in an athletics lesson on the school field where pupils were in running teams 60 metres away from the class teacher, and yet they still co-operated and stuck to the rules without exception. Pupils respond very well indeed to being entrusted with areas of responsibility and when they see something which needs doing, they simply do it without fuss. For example, Year 5 and 6 pupils collect the number of hot dinners needed for each class every morning, record it, and then they telephone that instruction through to the caterers.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 17 The quality of teaching in the school is good. During the inspection all teaching was at least satisfactory and well over half of it was good. There was one very good lesson seen. Although good teaching occurs throughout the school, it is more consistent in the reception class and the lower junior class where planning is more thorough than elsewhere. Teaching in the foundation stage is consistently good. The teacher plans meticulously and keeps careful records of what children achieve. She encourages the personal and social development of children but is also competent at teaching basic skills. The headteacher shows by example in the lower junior class what she expects in the quality of teaching.
- 18 Good standards in the quality of teaching have been maintained since the last inspection. Because of the good teaching and the positive attitudes of pupils, the quality of learning is also good. Pupils apply themselves and make the most of the opportunities they are offered. Parents appreciate the strengths in the quality of teaching their children are receiving and the impact on their motivation and the progress they make.
- 19 A major strength of the teaching throughout the school is the quality of relationships in classrooms. Teachers know their pupils well and care about them as individuals. This is demonstrated in oral sessions where all pupils are included and given the opportunity to be involved. The teachers are skilled in asking questions at different levels to challenge the range of ages and attainment levels in the classes. As a result pupils are attentive and respond positively. They make an effort to answer questions and contribute ideas to discussions. Teachers ensure that all pupils receive an equal opportunity to participate in all lessons and activities. No bias was found in the resources that teachers used in lessons or in the frequency that boys or girls were asked questions in lessons.
- 20 Teachers encourage pupils' social development in lessons by organising activities which encourage pupils to work together. Some good examples of collaboration occur. For example, in an infant class art lesson pupils worked together to mix colours. They discussed what colour to add next and were jointly pleased when they succeeded in arriving at the shade they wanted.
- 21 Teachers manage classes very well. They set high expectations for behaviour and pupils respond well, by attending in lessons and working with concentration on tasks they have been given to do. In a lower junior class music lesson the teacher was able to offer pupils free use of a wide range of musical instruments as they tried out scores they had written. She was only able to do this because of the clear framework for responsible behaviour she had laid down. There is usually a good pace to lessons, which keeps pupils interested and working hard. This works particularly well when a time limit is given for tasks to be completed. Sometimes lessons are not so carefully planned and conclusions are hurried. This limits pupils' opportunities to evaluate their work. For example in a science lesson in the infant class, pupils

did not have sufficient time to discuss their investigations and to record what had happened.

- 22 Basic skills of literacy and numeracy are taught competently. Teachers have implemented the literacy and numeracy strategies and this has encouraged them to use more focused class and group teaching. In a lower junior numeracy lesson pupils were effectively taught how to make up sums of money with a range of coins. There was secure learning taking place as pupils could see how to count and combine different coins. In an upper junior numeracy lesson a focused group was effectively taught how to use gauges and dials. The use of an overhead projector and the skilful questioning of the teacher ensured that each pupil in the group made gains in their understanding. In this way pupils gain skills and develop their understanding. Homework is used well to give pupils the opportunity to consolidate the skills they have learnt in class.
- 23 Teachers are imaginative in their approaches and the methods they use. They are enthusiastic and make good use of practical activities to involve all pupils positively. As a result, pupils are interested and learn effectively. In an art lesson in the lower junior class, a wide range of printing techniques was available with which pupils could experiment. In a geography lesson in the infant class, pupils had photographs of the locality and they worked very well with these, talking about them and adding labels. The use of practical activities has a particularly positive impact on investigation work in science, as pupils gain confidence in carrying out their own investigations and experiments.
- 24 In most subjects of the curriculum, teachers are very secure in their knowledge and understanding. In a lower junior class physical education lesson the teacher showed through her careful planning and the tasks she set the pupils that she had a clear grasp of how to develop the subject. In a science lesson in the upper junior class, the teacher was able to ask searching questions of pupils because she had a secure understanding of the elements of science she was teaching. Occasionally, for example in design and technology, teachers do not have sufficient understanding of the subject and in many cases they do not have access to guidance to help them in their planning. Weaknesses in the teaching of information and communication technology are being addressed with staff training and the employment of support staff. Currently teachers do not effectively plan for the use of computers across the curriculum.
- 25 Any weaknesses in teaching usually occur in planning. Teachers know their pupils very well and can usually cater for their individual needs. This is demonstrated during oral sessions. However, they sometimes depend on this knowledge too much and do not keep accurate records of what pupils actually know, can do and understand. They do not therefore have the information they need to make their planning more precise. This means that sometimes the tasks they give pupils do not match the attainment levels of the individual pupils. This tends to affect the higher attainers more than anyone else and can result in these pupils sometimes not being sufficiently challenged and not

achieving as well as they could do. Although the overall learning objective for the lesson may be obvious, it is not always clear what the teacher wants particular groups of pupils to learn from an activity. This can also affect adults who are supporting in class. It is not always communicated to them what the pupils should be achieving.

- 26 The teaching of pupils with special educational needs in lessons is satisfactory and mirrors how well they learn academic skills. However, the school ethos, characterised by high expectations of behaviour and very good relationships between adults and pupils, means that in a broader sense they learn well. The main contributory factor in lessons that helps pupils with special educational needs learn is the good support they receive in lessons. Teachers have a clear understanding of how support staff are to be used in group activities so pupils are fully involved in most lessons. However, their role is often less clear in whole class parts of the lessons. Limited use is made of assessment information to modify significantly the day-to-day curriculum for pupils with learning difficulties or to use different parts of the national guidance for literacy or numeracy which does restrict the progress they make.

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

- 27 After the previous inspection, the school was asked to complete all curricular policies and schemes of work. There are now policies or action plans in place for all subjects, but the guidance for teachers to use to plan courses of lessons is not complete. The school works on an appropriate two-year cycle for revisiting topics within subjects. However, the headteacher and teachers have limited time to observe colleagues and make suggestions for improvement. Teachers in charge of subjects do not read teachers' termly and weekly plans sufficiently often. They cannot therefore ensure that the curriculum meets the needs of all pupils and the planning is carried through.
- 28 Since the last inspection, the national strategies for teaching literacy and numeracy have been effectively implemented. The National Curriculum is often taught in interesting and stimulating ways and pupils' attainment in English, mathematics and science is good. However, in Years 5 and 6, the school is still using an out of date mathematics scheme that does not match the National Numeracy Strategy. From time to time, the school organises poetry and music weeks. These focused weeks raise the profile of subjects and pupils respond very well to them. During assemblies in the inspection week, pupils read and listened to poetry. On the Thursday, most pupils dressed up as various characters in their favourite poems, which they enjoyed.
- 29 The school continues to provide a satisfactory curriculum, which includes religious education. The curriculum for design and technology and information and communication technology is incomplete. The curriculum for design and technology is weak, because pupils do not have enough opportunities to solve problems and to refine their capacity to design, make and evaluate their ideas.

The curriculum for information and communication technology has improved since the last inspection. Pupils in Years 1, 2, 5 and 6 now have specialist teaching that includes work about data handling with an emphasis on the use of spreadsheets. There are clear plans for making sure that all aspects of the subject are fully covered.

- 30 Sufficient time is allocated for teaching all subjects except design and technology, which does not receive the attention it requires. Design and technology is taught through other subjects and the distinctive nature of the subject is lost at times. There are however some good links between subjects. For example, aspects of numeracy and literacy are reinforced in science. Pupils learn to write in organised ways and to use graphs, measuring and weighing to help them with their work. New national guidance about the National Curriculum and the curriculum for young children has been incorporated into the school's plans.
- 31 The physical education curriculum is good. It is very well organised. The school ensures that pupils have opportunities to take part in the full range of opportunities expected in the National Curriculum in spite of the limitations of the accommodation.
- 32 The curriculum for children in the foundation stage is good, although sometimes limited by the space and resources available. The teacher plans carefully across all areas of learning and ensures that children have opportunities to explore and experiment, as well as to learn basic skills.
- 33 In the last inspection report, provision for pupils with special educational needs was seen to be good, but this judgement was only made against how far the school complied with the Code of Practice. The school continues to follow the guidance of the code. However, when the broader aspects of the provision, such as the detail of individual education plan targets and the planning of lessons, particularly in literacy and numeracy, are considered, the provision for pupils with special educational needs is only satisfactory. Support staff and class teachers are fully involved in reviewing individual education plans, but targets in many cases are too general and do not clearly identify what skill or new idea the pupils should learn during the lifetime of the plan. Consequently, the strategies that are to be used to achieve the targets are not precise enough. It is then difficult to measure whether the aims have been achieved in order to set the next set of targets.
- 34 Pupils of all ages and capabilities benefit from a curriculum that meets their personal and social needs well. Teachers motivate pupils to work hard very well. In lessons and whole school assemblies, teachers and pupils quietly celebrate success and achievement. Consequently the school has a very positive atmosphere and pupils experience a safe and happy environment in which to learn. Health topics are taught mainly in science. They include sex education and drugs awareness with the oldest pupils when the teacher feels the moment is appropriate. Teachers deal with any additional issues as they

arise and at a level of understanding suitable for pupils. The personal development of pupils is considered very important.

- 35 Pupils' personal development is enhanced greatly by the person-centred atmosphere in the school. The content and organisation of lessons ensure that pupils have equal opportunities to learn the same things. Although there is no written policy for equal opportunities, the school is mindful of many issues of equal opportunity. Pupils with special educational needs, boys and girls, younger and older pupils all mix well, for example, in the playground and at lunchtime. However, the school does not examine its resources to ensure that the materials teachers use motivate all pupils equally.
- 36 The school recognises the importance of a wide curriculum and provides many extra activities. Visits and visitors provide good experiences that enhance pupils' learning in several subjects. For example, pupils have visited the National Forest Centre and the school has a very good link with a school in an urban area. Pupils take good care of the school. They have opportunities for additional study in music, sport, chess, sewing and French, and a variety of instrumental tuition is available. Interested pupils can join, for example, brass, keyboard, violin and recorder groups. Links with the community are very good. There is very good communication with nearby schools, such as the local playgroup.
- 37 At the time of the last inspection, the school was judged to be providing very well for its pupils' spiritual, moral, social, and cultural development and those high standards have been maintained since then.
- 38 Through assemblies and religious education lessons pupils learn about religious faiths and they are encouraged to consider their own thoughts and feelings. Assemblies are social occasions in which individuals matter and everyone feels to be involved. The close-knit community of the school results in pupils sharing events of all kinds and taking an interest in daily happenings. This was demonstrated in the way pupils themselves drew the attention of visitors to the age of the school building itself, and in the interest they take in the toads which live on the boiler house steps. They are keen to share this interest with any new visitor to the school!
- 39 The school has a clear framework for pupils' moral development. There are high expectations consistently adhered to and all pupils know what is expected of them. Teachers use praise appropriately and give pupils time to talk about their own behaviour and how it affects others. In this small community pupils effectively learn right from wrong and they instinctively understand how others feel.
- 40 There is a real emphasis on teaching pupils to consider others, to be tolerant, and to be kind. In lessons, teachers deliberately organise pupils to work together in pairs or groups and set tasks which require pupils to co-operate and collaborate together. A good example of this is the way the school organises its annual sports day. With such small numbers in a year group, it

would be inappropriate to have the usual single year individual competitions. Instead, there are mixed age teams competing against each other in events such as 'the obstacle race' where the older and more able pupils have to help and encourage the younger members of the team. At play times, pupils are simply expected to join together in activities and include each other fully. These very effective methods result in relaxed, happy children who are able to get on with people naturally and make the most of the opportunities available to them both at school and elsewhere.

- 41 Opportunities are taken in assemblies and in lessons to teach pupils about other religions, traditions, and cultures. For example, pupils have studied the major world faiths including Judaism and Islam and they are currently comparing their school with one on the outskirts of Burton which has a multi-ethnic population. They have already met pupils from the school and are due to make a return visit there shortly. As a result, they are learning at first hand about the diversity of beliefs present today in our multi-racial society. Pupils experience a range of literature and art from around the world, such as printing patterns in the style of Escher. Earlier this year, the school held a music week when all pupils were able to appreciate the works of composers and musicians as diverse as Peer Gynt, Strauss, Mike Oldfield, The Hollies, and Lou Bega. At the time of the inspection the school was holding a Poetry Week and pupils, parents and teachers involved themselves wholeheartedly sharing their favourite poems and characters from poems.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 42 The good level of care which the school provides for its pupils has been maintained since the last inspection. The very good relationships which exist between all staff and all pupils make for a very orderly and calm place in which pupils feel secure and comfortable. They are happy and want to come to school.
- 43 Teachers and other adults in school take an interest in their pupils and are quick to address any concerns regarding their well-being. There is good attention to safety on a day-to-day basis and any potential dangers to pupils are quickly identified and dealt with. For example, it was noticed recently that bushes protruding through the playground fence had produced berries potentially harmful to children. They were swiftly removed.
- 44 However, a number of procedures have not been formalised in writing and this means that consistency across the school cannot be guaranteed. For example, although staff are expected to do whatever they can to ensure pupils' safety on visits out of school, there is currently no formalised system in place to ensure that this is done thoroughly. There are satisfactory child protection arrangements in place. Staff know the pupils very well indeed and notice any changes in their behaviour and are quick to seek further advice. However, it is

a long time since staff have had any training in child protection issues and not all of them have a clear understanding of their responsibilities.

- 45 Pupils' personal development is also well supported. Staff are patient with pupils in assemblies and lessons and they give them time to answer questions without being hurried or flustered. As a result, pupils are confident to join in and play a full part in school life. They are prepared to try and to have a go in the safe knowledge that they will not be humiliated should they get it wrong. Staff and helpers all have consistently high expectations of pupils' behaviour and so pupils know the rules. Again, because of the very good relationships between pupils, they support each other and bullying is extremely rare and short-lived. Any incidents of inappropriate behaviour are, if necessary, recorded and parents informed, but otherwise are dealt with effectively on an individual and informal basis.
- 46 The impact of support of pupils with special educational needs in the classroom is good. Support staff use their very good relationships with pupils to encourage, guide and support their academic and personal development. They have a good awareness of the personal as well as the academic needs of their pupils, helping to create a safe and secure environment for them which has a good effect on the progress they make. The school has established links with a range of external support agencies.
- 47 The school has secure procedures for gathering information about pupils, but not enough use is made of this information to identify pupils who may need additional help or to monitor the progress of pupils with special educational needs. The use of diagnostic assessment to write targets is limited, particularly for behavioural issues. This restricts the teacher's ability to identify what pupils need to learn as the basis for targets in the individual education plans and to design specific programmes to tackle these problems. The provision for pupils with statements is good. The school provides the support outlined in the statements of special educational need, for example by ensuring that trained staff work alongside pupils who need classroom support.
- 48 The procedures for assessing pupils' attainment and progress are satisfactory. Since the last inspection the school has introduced a procedure for assessing children as they enter the reception class. This year the optional national tests have been introduced into Year 4 to supplement the statutory assessments for pupils aged seven and eleven. Apart from an annual reading test, all other assessments are left to the class teacher to decide so there are no consistent whole school strategies to collate assessment information about pupils in other subjects.
- 49 The use of the assessment data is unsatisfactory. The school has begun to use the data from assessments to track pupils and to set them broad targets, but this practice is in its early stage. It is not sophisticated enough to evaluate the progress of each pupil accurately and to influence planning. Consequently higher attaining pupils are not always challenged enough with tasks in lessons that match their capabilities. The special needs coordinator uses some

diagnostic testing with pupils to identify their difficulties, but this is not consistently reflected in the targets in their individual education plans.

- 50 The school does not have formal procedures for monitoring pupils' personal and social development except in the reception class. This is very thorough and provides the teacher with a very good guide to the progress each pupil is making throughout their first year in school. However, the size of the school and the fact that adults know pupils very well ensures that the support they get is positive and sensitive to their needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 51 Parents speak highly of the school and their positive views are similar to those of parents at the time of the last inspection. They particularly like the friendly atmosphere of the school, and the fact that all staff and children know each other well. They are very pleased with what the school does to help their children become mature and responsible. They appreciate the fact that teachers expect their children to work hard and try their best. Parents feel that their children are well taught and that the school is well led and managed. However, a few parents would like more information on their child's progress and on what is being taught in lessons. Some parents are critical of the range of activities on offer outside lessons. Inspectors agree with much of what parents say, except that the range of activities outside lessons is judged to be good, especially for a school of this size.
- 52 Parents are given good information on the general life and events of the school through regular newsletters and other correspondence. However, there is insufficient information on what is being taught in lessons which inhibits those parents who wish to from supporting their child's learning further. Home/school reading records are used well in infant classes and parents and teachers are working well together in helping children to make progress in reading. However, homework diaries further up the school give very little information to parents on the work their children are expected to do at home.
- 53 Parents are provided with a written report on their child's progress at the end of the year, but the quality of these reports is variable. The best ones clearly state what each child understands and can now do in all subjects. However, some reports simply describe what areas of learning have been covered and the child's attitude to the subject. These reports are of limited use to parents in informing them of their child's progress over the year. None of the reports contain future learning targets and they do little to involve parents. There are two parents' evenings each year when parents can discuss their child's progress with the class teacher. Nevertheless, there is a long gap between them, the first being in November and the second one not until July.
- 54 Parents give very good support to the school. The majority of parents do all that they can with the information that they are given. For example, many parents regularly listen to their children read at home and record their response in the home/school reading records. They help with other homework

tasks and are very supportive in a range of other ways. For instance, during the inspection, as part of the school's Poetry Week, most parents had helped their children to create wonderful, imaginative costumes and dress as their chosen character, such as Incy Wincy Spider, Wee Willie Winkie, The Owl and the Pussycat (as well as the pea green boat!) At least ten parents and friends provide valuable help in lessons on a regular basis, and parents work hard to raise large sums of money every year for the school.

- 55 The involvement of parents of pupils with special educational needs is good. They are invited to review meetings, kept fully informed of what is being done in school to help their child and, on occasions, have particular roles to play in the individual education plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 56 The headteacher leads the school well, particularly in the way in which she fosters and promotes the good relationships and care for others, which is such a feature of the school. She is aware of the strengths and weaknesses in the school's work and has begun to take action to address some of the weaknesses, for example, in developing procedures for tracking pupils' progress in order to find out whether all pupils are achieving as well as they can. She leads by example, showing in the quality of her teaching that she knows about planning and how things need to develop.
- 57 This is a small school and the headteacher has a heavy teaching commitment that leaves little time for administration. However, the headteacher does not yet monitor on a formal basis what is going on in classrooms and is therefore not in a position to highlight what works and what does not in order to improve the quality of teaching and learning throughout the school. Curriculum co-ordinators have recently been given some time to pursue the development of their subjects. This is well organised and some valuable work, such as reviewing policies, has been carried out. It does not as yet include any monitoring of planning, pupils' work or of teaching and learning.
- 58 Governors are loyal and very supportive of the school and its community. They give generously of their time. Most of the governors are also parents and this can cause problems as it means there is a relatively high turnover. However it does mean that they have a vested interest in making sure that the school provides the best possible education for pupils. Governors execute their statutory duties well, ably supported in this by the clerk to governors. Sometimes they are too dependent on the headteacher and the clerk, for example in the writing of the Annual Report to Parents.
- 59 Governors know the school well, both through being parents themselves and through information given by the headteacher. Most governors visit the school on a regular basis and the use of a rota means that there is good contact between school and governing body. However, these visits are not usually focused and do not provide the governors with the precise information they

need in order to be effectively involved with planning for the future of the school or evaluating the impact of spending decisions.

- 60 Planning for school development is satisfactory. Appropriate priorities are selected and action outlined in order to meet the objectives. Resources are targeted well. However, it is not sufficiently focused on raising standards and improving the quality of education provided. The success criteria are very general and are often not measurable in terms of pupils' achievements. The headteacher is taking the lead in starting to monitor standards and track pupils' progress. As this process is developed and involves more people, it will provide the kind of information the management of the school needs to measure its success.
- 61 The school has a positive ethos based on care for the individual. This is consistently promoted and has a considerable impact on pupils' personal development, their attitudes and motivation. There is not yet a similar shared commitment to improvement, so action to address weaknesses, whilst on the right track, is often slow and is not consistent. The school does not have a clear view of what needs to be done in order to improve.
- 62 The school has a very strong commitment to providing equality of opportunities for all. The school's attention to pupils' welfare and happiness is a major strength and has played a significant role in their achievement. However, the school does not spend enough time searching test results for patterns. For example, results seem to suggest that girls consistently achieve better than boys do. Much of this can be explained in the small numbers of pupils in each year group and the percentage of pupils with special educational needs, but the school has not yet monitored this or planned to do anything about it.
- 63 The school is effectively managed on a day-to-day basis, although documentation is not always up to date. Administration is very good. Financial planning is good and all funding is used properly. The school currently has a large carry forward, but this is accounted for in the way in which some major purchases have been planned for. Staff and governors monitor the finances effectively and ensure that the school gets best value in all its transactions. All resources are used as well as they can be. For example, limitations in the accommodation do not unduly affect the physical education curriculum, as teachers effectively use alternative resources.
- 64 The responsibility for managing special educational needs provision is the head teacher's who keeps the governing body informed of current developments. The procedures for reviewing individual education plans and statements are good and match the policy of the school. However, the arrangements for objectively monitoring and evaluating the effectiveness of provision are not clear. The current policy reflects the existing Code of Practice. Although the co-ordinator is well aware that changes will be required when the new Code of Practice is published in the near future, the school does not have specific plans in place to review and evaluate the policy and provision when this happens. The deployment of the support staff is satisfactory, but

due to the lack of detail in some individual education plans and the lack of diagnostic assessment, their skills are not fully used in working with pupils on specific programmes designed to develop identified skills or aspects of learning.

- 65 The level of staffing is generous for the size of school and allows pupils to be taught in small class groups. Support staff are well deployed and make a valuable contribution to the quality of education and the progress pupils make. Learning resources are adequate and are added to as funds allow. However, in some subjects limitations in resources can be a problem and can affect the breadth of the curriculum teachers can offer, for example in art and design and design and technology. The school has invested wisely in hardware and support for information and communication technology.
- 66 There has been considerable improvement to the accommodation since the last inspection and this has had a major impact on the quality of what is provided. There are four classrooms which are adequate for the current numbers of pupils, although there can be limitations to the provision for the youngest children as they share facilities with the infant class. There is no school hall and therefore the infant classrooms have to be used for assemblies and as a dining room. In order to teach all the required elements of physical education, pupils have to be taken off site to other facilities. It is only the very good management of pupils by the staff and the strict routines in place that make this system work with the minimum of disruption and allow pupils full access to their educational entitlement. Playground facilities are limited but the best use is made of what is available.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 67 In order to maintain the good quality of education being provided and ensure that the school consistently achieves high standards, staff and governors should:
- (a) Ensure that higher attaining pupils always achieve as well as they can by:
- improving planning so it is clear what teachers want all pupils to learn in the lessons they teach (*paragraphs 25 and 90*);
 - making sure that the work teachers give to pupils is more carefully targeted and therefore sufficiently challenging for them (*paragraphs 25 and 90*).
- (b) Ensure that teachers have better information on which to base their planning by:
- developing and putting into use more effective methods of assessing and recording what pupils know, can do and understand (*paragraphs 49 and 101*);

- ensuring that teachers use this information so they can plan more effectively for all pupils (*paragraphs 25 and 49*).
- (c) Improve procedures for monitoring and evaluating the school's performance by:
- developing a whole school approach to self-evaluation so that everyone is aware of strengths and weaknesses (*paragraphs 57 and 59*);
 - ensuring that planning for school development involves everyone and is focused on taking effective action to improve standards (*paragraph 60*);
 - developing further the procedures for the monitoring of teaching and learning and the tracking of pupils' progress (*paragraphs 27, 56 and 60*).

Other issues which should be considered by the school:

- Ensure that targets in individual education plans are more focused (*paragraphs 7, 33, 47 and 64*).
- Provide a curriculum for design and technology that meets the requirements of the National Curriculum (*paragraphs 12, 29, 30 and 120*).
- Provide clearer and more comprehensive guidance in subjects to help teachers to plan for a series of lessons (*paragraphs 27 and 111*).
- Continue with plans to ensure that pupils are able to achieve in all aspects of information and communication technology (*paragraphs 29 and 131*).
- Provide more information for parents on the progress their children are making and ways in which they can be involved in the learning (*paragraphs 52 and 53*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	6	65	29	-	-	-

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	81
Number of full-time pupils known to be eligible for free school meals	-	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	4
Number of pupils on the school's special educational needs register	-	16

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	5	4	9

Percentages in brackets refer to the year before the latest reporting year.

NB As the year group size is less than ten, the figures are not given.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	3	8	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	10	9	10
Percentage of pupils at NC level 4 or above	School	91 (82)	82 (91)	91 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	10	10
Percentage of pupils at NC level 4 or above	School	82 (91)	91 (91)	91 (91)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

NB As the number of boys and girls in the year group is less than ten, the figures are not given.

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	81
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	18
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	35

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	-
Number of pupils per qualified teacher	-

Total number of education support staff	-
Total aggregate hours worked per week	-

Number of pupils per FTE adult	-
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	174,736
Total expenditure	163,021
Expenditure per pupil	2,037
Balance brought forward from previous year	1500
Balance carried forward to next year	13,215

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	82
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	36	9	0	0
My child is making good progress in school.	48	45	5	2	0
Behaviour in the school is good.	38	56	7	0	0
My child gets the right amount of work to do at home.	32	61	7	0	0
The teaching is good.	56	38	2	0	4
I am kept well informed about how my child is getting on.	29	58	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	24	2	0	0
The school expects my child to work hard and achieve his or her best.	60	38	2	0	0
The school works closely with parents.	33	58	9	0	0
The school is well led and managed.	60	36	0	4	0
The school is helping my child become mature and responsible.	58	40	0	0	2
The school provides an interesting range of activities outside lessons.	27	49	20	2	2

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

- 68 Children enter the school at the beginning of the year in which they will be five. Until this year there was only one class for reception and Years 1 and 2. With extra funding and an increase in numbers, it has been possible for the school to employ an extra teacher and have a separate class for reception children, although they still have to share the classroom with Key Stage 1. At the time of the inspection there were ten children in the reception class.
- 69 When children enter the school their attainment is in line with what is expected for children of this age. Although some children enter the school with well-developed skills, a significant number are identified as having special educational needs. Children make good progress through the foundation stage and enter Year 1 achieving at least as is expected for children of this age.
- 70 Teaching in the reception class is consistently good. The teacher plans meticulously and makes careful assessments of children's achievements. She continuously encourages children, for example in the way in which she marks their work. Her gentle manner creates a comfortable environment in which children can thrive. She provides a broad curriculum covering all areas of learning, within the limitations of the shared classroom. For some lessons the two infant classes join together, and these shared sessions are used effectively to meet the needs of all the children. There is a good partnership with parents and a particularly strong liaison with the local playgroup. These two factors help children to settle confidently in the reception class.

Personal, social and emotional development

- 71 Children make good progress in personal, social and emotional development, and by the end of the foundation year most achieve what is expected for the age of the children. Children are interested in what is going on around them and are keen to learn. They try new activities and maintain concentration when working on tasks they have been given to do. They have a good understanding of what is expected of them and they behave appropriately throughout the day. They think for themselves and can select their own activities, although sometimes the size of the room makes it difficult for the teacher to provide opportunities for this to happen.
- 72 The very good relationships in the class provide a good context for children to learn how to get on with each other. The teacher positively encourages children to respect others and form good relationships. She provides a good role model and gives children time to consider their thoughts and feelings. At the beginning of one day, time was put aside for children to share things they had brought from home. Everyone was genuinely interested in what had been

brought and this provided a positive start to the day. In a literacy lesson children shared poems they had written and they listened carefully to each other during this time. In another lesson the teacher asked children to think of positive things they could say about another child. Although some children found this difficult, most managed with the teacher's encouragement to say such things as 'she plays with me', 'he shares things'.

Communication, language and literacy

- 73 Pupils are well taught in communication, language and literacy, and by the time they have completed the foundation stage they are well on the way to achieving expected levels. They talk about things that interest them and most listen carefully. The teacher encourages speaking and listening by making sure everyone gets a chance to speak and by giving them time to put the words together. Most children begin to use their knowledge of letters and sound to help them read and write words, although a few children are at a very early stage with this. They are well taught. In one session the teacher was showing children how to create a poem and in the process she encouraged children to spell the words that were needed by word building with sounds they knew. Children gained a lot of confidence and tried to do the same thing when they wrote their own poems.
- 74 All children enjoy stories and they know how books are organised. Most of them are learning a basic set of words that they recognise and can read simple texts fluently and accurately. Parents give a lot of support with reading at home and this has a positive impact on children's interest and motivation.

Mathematical development

- 75 The careful planning that characterises the reception teacher's approach means that she is very clear what she wants children to learn and ensures that it builds on what they learnt previously. Her careful planning, together with the practical approach such as working with teddies on a line for counting activities, help to improve children's mathematical learning. They are gaining a secure understanding of numbers and how they work and are reaching the levels expected. Most recognise numbers to fifteen, identify missing numbers in a series and reorder numbers correctly. Higher attainers work confidently with numbers to twenty.

Knowledge and understanding of the world

- 76 The teacher's planning shows that children are given the opportunity to learn about the world about them by taking part in a range of practical activities, and that they are reaching the expected levels. They have learnt about how post is delivered, in the present and in the past. They know about sources of light and have planted bulbs. The teacher encourages children to observe and discuss what they have seen. Children build with a range of equipment and use tools such as scissors and glue to help in construction.

Physical development

- 77 The opportunities for children to take part in organised outdoor or indoor play are limited. There is no space inside and no ready access to the outside. This means that children do not have the regular experiences they need to develop their physical skills. However, most move confidently in the playground at playtimes and seem to be developing an awareness of the space around them. Most handle tools such as pencils, brushes and scissors with increasing control.

Creative development

- 78 Children are provided with a range of experiences to develop their creative skills and understanding. The teacher plans for this very well and makes sure that all children can explore and use their imagination. They explore colour and shapes when by painting and drawing. During an art lesson, they joined with older pupils to look at colours in fruit. They then searched through magazines and selected patches of colour. The art work children produce is carefully displayed, demonstrating the value the teacher puts on it. Children listen to and share poems and stories. They take part in role play. They explore sounds that can be made with musical instruments, comparing loud and soft sounds.

ENGLISH

- 79 The school achieves good standards in English, with particular strengths in speaking and listening and reading. Virtually all pupils achieve the levels expected for their age and this makes standards above the national average. However, only a few pupils achieve above what it is expected. The skills of the higher attaining pupils are not always extended sufficiently. Good standards have been maintained since the last inspection and since then teachers have effectively implemented the National Literacy Strategy and continued to enhance the curriculum with events such as the Poetry Week which took place during the inspection.
- 80 In the 2000 national tests for seven-year-olds, standards were above those expected nationally in reading and writing. Standards were in line with those achieved in similar schools in writing, but below in reading. In the 2000 national tests for eleven-year-olds, standards were well above those expected nationally and in line with similar schools. The percentage of pupils reaching the expected levels was high, but the percentage of pupils achieving the higher levels was low. However, the small numbers of pupils in each year group mean that care has to be taken when considering results in comparison with national figures.
- 81 Inspection evidence shows that the good standards have been maintained this year. More pupils are likely to achieve at higher levels, the school is on its way

to achieving its targets and standards are likely to be better than they have been.

- 82 Good standards are achieved in speaking and listening. By the age of seven, most pupils listen carefully to questions and instructions and concentrate well in discussions. They respond to questions, showing that they have understood what is being said. Higher attaining pupils express their own ideas unprompted. This reflects the strong emphasis teachers place on discussion and encouraging pupils to contribute their ideas. By the age of eleven, pupils have a sufficiently secure subject vocabulary to express their thoughts and ideas in most subjects. Pupils speak confidently to a larger audience, for example when describing their work in closing discussion sessions in literacy lessons. They are good at describing events, but can also talk about the characters in books they have read, using a wider expressive vocabulary to expand upon their ideas.
- 83 Pupils' attainment by the age of seven in reading is above average. Pupils have developed a comprehensive vocabulary of words they recognise and know how to use letter sounds or pictures to work out unfamiliar words. Pupils of all attainment levels enjoy reading books and magazines at home and in school. Lower attaining pupils have gained a basic knowledge of initial letter sounds and use this to try and decipher new words, but they are not secure on the full range of letter sounds or blends, which limits their reading. Most pupils have a good understanding of what they are reading. For example they explain events in a story they have read. They know the names of a few authors whose books they have read in lessons, such as Roald Dahl, and know how to use the contents and index page in a non-fiction book to find information. Higher attaining pupils are reading at the levels above those expected for their age, are fluent and are developing an awareness of how to use expression to give added sense and interest to the story. They confidently find specific information using the contents or index pages in books. They talk about the books they have read, their favourite authors and characters in the stories.
- 84 By the age of eleven, most pupils achieve the expected levels in reading for their age. They develop a good range of strategies to decipher meaning from print and most break down words into syllables and use contextual clues effectively. Pupils enjoy reading and can recount the significant ideas, events and characters in stories. Lower attaining pupils read at a steady pace, but with limited expression. However, they have a good vocabulary of words they recognise and can use the illustrations and letter sounds to work out unfamiliar words. Higher attaining pupils read good quality fiction of a more adult nature with fluency, expression and understanding. They cope well with the more complex narrative structures of these stories. Pupils' knowledge of well-known authors is good and out of school, they read a wide range of literature including magazines and children's novels. Pupils are confident enough in their research skills to use school resources and the Internet, but the lack of a library for junior pupils restricts their opportunities to do independent research.

- 85 By the age of seven, most pupils achieve the levels expected for pupils of their age in writing. As they move through the infant class they develop their letter formation and begin to understand how to use capital letters and full stops to write a series of sentences. The content of the writing is usually satisfactory and most pupils extend their ideas logically. Stories or descriptions of events such as their Journal entries have a clear beginning, middle and end. Higher attaining pupils have a good grasp of how to use adjectives and complex sentences, to add extra interest to their writing. The majority of pupils spell simple common words correctly and errors are generally phonetically logical.
- 86 By the age of eleven pupils' attainment in writing is above that expected nationally. Although inspection evidence indicates that some pupils who achieve the higher levels at seven do not maintain this level, most pupils achieve the nationally expected levels with a good proportion of pupils achieving the higher levels. Currently, most of the oldest pupils write in a joined up style. They use capital letters and full stops accurately, with some pupils using a wider range of punctuation including commas, exclamation and speech marks within their work. They spell most common words correctly and all the pupils can vary the style of their writing to match the audience or subject such as letters for different purposes. Higher attaining pupils produce extensive pieces of writing and are adept at using a range of writing devices such as alliteration to add interest and emphasis. However, the quality of pupils' presentation is variable and the teacher does not put enough emphasis when marking work on developing this.
- 87 Pupils gain secure skills in speaking and listening, reading and writing. These are used well across the curriculum. In all subjects pupils talk about their experiences and learn from each other during discussions. They collaborate positively when working on activities together, listening to each other's ideas. In history and geography pupils use books to find out information, although the possibilities for independent research are not always exploited sufficiently. Pupils record their findings in science and describe their thoughts in writing in religious education.
- 88 In the main, the quality of teaching and learning mirrors pupils' achievements. During the inspection, all the lessons were at least satisfactory with one third good. In all lessons, the school ethos of high expectations of behaviour and respect for each other is reflected in the very good behaviour of pupils. Teachers reinforce this by giving clear and explicit instructions and organising the activities well. This has a direct effect upon the way pupils behave and work in lessons. They concentrate well, listen carefully to their teachers and to each other, and follow instruction when asked to do something. They work hard on tasks and consequently classrooms are positive places of learning.
- 89 All teachers have secure subject knowledge, which they use very effectively to involve pupils in the whole class parts of lessons. They target questions well at individual pupils, which draws them into the discussions, so teachers can check they understand. The infant class teacher very effectively uses the older pupils to show the younger ones what is expected. This reinforces older pupils' understanding, raises their self worth and gives the younger pupils

opportunities to learn from their peers. This approach has a positive impact upon pupils' social and moral development.

- 90 However, teachers do not always plan activities as well for the different ability groups within the class. The format of planning varies across the school so it is not always clear what pupils of different abilities will learn, and in some cases the range of group activities is limited. Group activities, particularly for older pupils, do not consistently match pupils' ability, and for some pupils, particularly higher attaining pupils, the pace of their learning can be slow. Assessment information is not always used sufficiently to help teachers plan for different groups.
- 91 In a good lesson seen in the lower junior class, the teacher's planning followed the national guidance for literacy and recognised the need to provide a broad range of tasks at different levels within the overall theme of the lesson. During the inspection it was 'Poetry Week' and in the observed lesson the teacher had selected two poems of different degrees of difficulty, so all pupils were able to join in at some point in the whole class reading. Independent group activities were linked to the weekly theme or reinforced previous lessons well, so all pupils were working at a level that matched their stage in their learning.
- 92 Pupils with special educational needs make good progress in English. They gain skills alongside their peers and are well integrated into the oral parts of lessons. However, teachers' planning rarely refers to targets in individual education plans or the best ways of using special needs support staff. Support staff have very good relationships with pupils and give good support to pupils with special educational needs in the group tasks, particularly if they are clear what the learning objectives are. However, their role is less well defined and developed in the whole class parts of lessons and insufficient use is made of their skills in working with or supporting the specific pupils.

MATHEMATICS

- 93 At the time of the last inspection, standards in mathematics were judged to be above average at the ages of 7 and 11. However, it was recognised then that no pupils had achieved at the higher levels. It has been a similar picture since then. Most pupils achieve the levels expected but few achieve any higher. Last year standards were low. In both key stages standards were below the national average and well below those achieved by similar schools. Although the numbers in each cohort are small and so fluctuations from year to year can be expected, it is significant that although virtually all pupils achieved expected levels, few if any achieved above this. The school seems to be successful at getting all pupils to the levels expected for their age, but they are less successful at raising performance above this.
- 94 Recently some changes have been made to try to address the issue. In Key Stage 1 an extra teacher has been employed and the infant class has been split. This has made it easier for the Key Stage 1 teacher to plan, as she now

has only two age groups in the class. At the same time a new published scheme of work for mathematics has been introduced in the younger classes and pupils are now working from books that are more in keeping with changes to the curriculum. The implementation of the National Numeracy Strategy has changed teachers' approaches so that it now includes more direct teaching of class and group. And there is now some analysis of results and tracking of data to help focus on weaknesses. All this has already had an impact and it is likely that results this year will be much higher than they have been. However, there are still some inconsistencies in teacher's planning and approaches to teaching mathematics, that affect the consistency of pupils' achievement, particularly that of the higher attaining pupils.

- 95 Inspection evidence indicates that most pupils are working at expected levels and some at levels higher than this. But this can vary from class to class and lesson to lesson. By the age of seven, pupils have a sound understanding of place value and can order numbers up to and above a hundred. They can find ten more than and ten less than a given number. They count in tens and twos to sixty as preparation for working with time. They read times in hours and half hours on digital and analogue clocks. By the age of eleven, pupils have acquired confident skills in handling numbers. They accurately carry out quite complex calculations, for example using long multiplication and division. They add and subtract fractions and decimals. Throughout the school pupils use their secure mathematical skills in other subjects. For example, seven year olds make and interpret graphs in geography. Eleven year olds accurately record times and take measurements in physical education and science. There is little evidence that pupils use information and communication technology to support their learning in mathematics.
- 96 Progress through the school is good overall, but on a day to day basis some pupils achieve better than others do. Pupils develop confidence with working with numbers and gain a good understanding of how operations such as addition and subtraction work. They have less experience of solving problems and applying the skills they have learnt. This affects the achievement of the higher attaining pupils, who sometimes spend too much time consolidating what they already know rather than using the skills. Pupils with special educational needs are usually well supported and they achieve well. Most achieve similar levels in mathematics to their peers. Occasionally they are given work that is too difficult for them and they struggle with it. Results seem to indicate that boys achieve less well than girls, but with such small numbers involved each year it is difficult to generalise on this. The school does not as yet monitor the relative progress of boys and girls. Progress is better in the lower junior class where planning is more precise and the work pupils are given to do builds on what they have learnt before.
- 97 Pupils' attitudes to mathematics are very good. They are keen to learn and attend well in lessons. They work at tasks they are given to do with concentration. They are willing to try hard and persevere with tasks. More could be made of this by giving pupils more challenges in their work.

Behaviour is very good and teachers are able to work with focused groups knowing that the rest of the class can be left to get on with their own work.

- 98 The quality of teaching is good overall but is variable from class to class. All teachers have good relationships with their pupils and they manage classes well. The oral parts of lessons are always effectively led and a lot of learning takes place at these times. For example, in the infant class pupils took part in a practical activity related to ordering times. All pupils were able to follow what was going on and contribute at their own level, whether that was with telling the time or putting the times in order. The teacher ensured that all pupils remained involved by asking specific questions.
- 99 Teachers know their classes well, which enables them to target questions effectively in oral sessions. There is often a good level of challenge during these sessions. However, it is not always continued through into the rest of the lesson. The work pupils are given to do does not always challenge them in the same way. In some lessons pupils with different levels of attainment are set the same work, although inevitably it does not match the stage of learning they have actually reached. In other lessons, pupils work from individual text books and spend much of the time consolidating work they have already mastered. In the upper junior class the teacher challenged pupils very well in the oral session where they were asked to solve problems involving times. In the focused group session pupils were effectively taught how to read dials and gauges. But the work of the rest of the class was less well focused as they worked from their own text book and many were going over work they had already mastered.
- 100 The most effective teaching is in the lower junior class, where the teacher plans precisely to ensure that, whilst being taught the same topic, all pupils are working at a level that matches their attainment level. The work they do builds on their previous learning. In one lesson, pupils were given tasks that helped them develop further the skills of handling money that had been the focus of the oral session. By the end of the lesson, pupils had made good progress in developing their understanding. The planning clearly showed that the teacher had matched the work she gave pupils to do with the level they were at. In other classes planning is not so clear and does not show a precise knowledge of what pupils have already learnt.
- 101 Although records are kept of pupils' achievements, they are too general and are inconsistently kept. The information is not detailed enough for teachers to use in their planning. Teachers are beginning to analyse results of tests and assessments and to track pupils' progress. This is providing useful information about strengths and weaknesses in the subject.
- 102 Recently teachers have made improvements in the teaching of mathematics, and these are beginning to have an impact on standards. The National Numeracy Strategy has been implemented effectively and has helped teachers develop their skills in teaching numeracy. The introduction of new materials has meant that pupils have more appropriate texts to work from. However,

currently there is inconsistency between classes in planning and approaches to teaching and these are causing some pupils not to make the progress of which they are capable. There is little monitoring of teaching and learning so these inconsistencies are not picked up. The co-ordinator is not giving a strong enough lead in the subject, but the headteacher is showing by example the way forward.

SCIENCE

- 103 Boys and girls, including those with special educational needs, make good progress in science throughout the school and achieve well. A significant proportion of the boys and girls currently in Years 2 and 6 attain standards that are above what is expected nationally. There is a particular strength in pupils' investigative skills, brought about by the school's good emphasis on the use of experimental work to teach science, in Years 3 to 6 particularly. In the main, the school has maintained pupils' good standards of work since the last inspection.
- 104 Children at the age of five have a knowledge and understanding of the world that is typical of children nationally. Teacher assessments of seven year old pupils' standards of work last year (2000) were well above average. This year (2001) seven year olds continue to perform well and achieve well. However, the amount and quality of the work pupils have recorded are limited. Discussions with pupils indicate that they have understood the oral work that has been a large part of science lessons this year.
- 105 The standards attained by eleven year olds have been above and well above average from 1997 to 1999. The results of National Curriculum tests in 2000 showed standards to be below average nationally and well below average when compared with similar schools. There are two reasons for this apparent decline in standards. Firstly, many pupils achieved the expected standard (Level 4) but relatively few achieved above expected standards, (Level 5). Secondly, the number of pupils was very small. Year groups with small numbers often show wide variations in standards from year to year. Year 6 standards this year (2001) in the National Tests have risen again.
- 106 One lesson was observed in the infant class. Most pupils demonstrated that they could carry out an investigation but needed some adult help. Pupils investigated how far away they could still hear a pin drop. Most talked clearly about what happened to the sound as the pin was dropped further and further away from them. Higher attainers were not set significantly different work from their classmates. Over the year pupils have studied sources of light and sound. Pupils have written a clear set of instructions about how to make jelly. They know that it makes a difference to how well it sets if it is made with hot or cold water.
- 107 Years 3 and 4 pupils develop their understanding of what parts of the body do and have measured the growth of their limbs. They have carried out a number

of interesting investigations. The investigation about how good their sense of taste has been well recorded in pupils' books. Pupils have tested materials for strength and have made clear and accurate conclusions.

- 108 Eleven year olds have a good knowledge and understanding across all aspects of science. For example, they continue to investigate some interesting problems. Pupils watched woodlice choose between light and dark and wet and dry corners of a box. They made predictions about which they would choose. Pupils learn terms such as 'saturated solution,' 'gravity' and 'upthrust' as part of the science curriculum. All pupils write proper sentences and make generally accurate predictions. On occasions, below average pupils are overstretched by the work and cannot complete all of it. Higher attainers do not often have work that is pitched at the proper level for them and so challenges them to learn more. Pupils learn to use bar and line graphs and pie charts to display their results and to help them work out the meanings of their experiments.
- 109 Pupils with special educational needs and lower attaining pupils benefit from the practical approaches in the activity parts of lessons. They are involved and included alongside their peers. Higher attaining pupils' workbooks show that they have mostly covered the work at a similar level of difficulty as other pupils. Teachers do, however, question pupils well to stretch the thinking of higher attainers and they are given sufficient opportunities to discuss their ideas with each other.
- 110 The results pupils attain show that the quality of teaching throughout the school is good and has a positive effect on pupils' learning. Pupils are very keen to learn new ideas because the work is often based on investigations and experiments where pupils are discovering new ideas for them. Teachers bring out the best in pupils' characters. The crucial positive factor in the teaching is that pupils make the most of what they are offered. They are quietly confident, waste little time and really have a go at tasks to achieve the best they can. In a Years 5 and 6 lesson, pupils learned about the relationship between time, distance and speed. The teacher chose a very good short video clip of a stuntwoman jumping out of a tower from different heights. The programme gave accurate measurements of time and distance and pupils successfully completed the task of writing up this experiment that they had seen. The teacher's knowledge was very secure and pupils learned much about this important relationship.
- 111 The school wishes to sustain consistently high standards every year but does not give enough attention to the following. Teachers do not consistently identify exactly what pupils will *learn* lesson by lesson. They do not always ensure that higher attainers have enough work that is at the outset harder than the rest of the class so that they make the best progress possible. The match of work to pupils' capabilities is occasionally poor. Lower attainers can be given far too much to do. The school does not have the strongest commitment to improve the teaching and learning in science across the school and to share good practices, such as planning courses of lessons. The teacher in Year 1

and 2 lacks sufficient written guidance to help her with lesson planning. The records teachers keep of pupils' progress are too limited, which in turn limits the setting of tasks to pupils at different levels of difficulty.

ART AND DESIGN

- 112 Only a limited amount of pupils' work was available during the inspection, but what was available indicates that pupils attain standards in line with what is expected for their age. Planning for the subject suggests that they are being provided with an appropriate range of experiences, but that investigating and making is stronger than evaluating and developing. The knowledge and understanding aspect has improved from the last inspection when it was weaker. As there is still no curriculum guidance in the school, the quality of what is provided tends to depend on the interest and expertise of individual teachers.
- 113 In Key Stage 1 pupils learn about mixing colours and have the opportunity to experiment and explore with paints and crayons. They explore patterns and prints. They record from first-hand experience, as when drawing fruit in one lesson. They draw accurately and with reasonable confidence.
- 114 In Years 3 and 4, pupils explore an extensive range of materials and techniques and they achieve good standards. They have learnt to combine visual and tactile qualities of materials whilst weaving and experimenting with collage. At the time of the inspection they were exploring different methods of printing. They have gained a good knowledge and understanding of artists and processes. For example, they made fruit and vegetable faces after studying Guiseppe Arcimboldo pictures. Because the teacher has high expectations of pupils, they work hard and produce work of a good standard.
- 115 There was very little of the oldest pupils' work to see, but with the help of a visiting teacher pupils seem to be achieving a satisfactory standard of work. The teacher from the secondary school has been working with pupils during the summer term and has introduced them to a range of techniques and materials. They have investigated these and applied their experiences to their own work. For example, they have worked with different types of printing and pattern. They have investigated the possibilities of collage after looking at the work of George Brach. They have looked at the inside of fruits and vegetables and developed ideas for their own work from this observation.
- 116 The quality of teaching is good. Teachers provide a range of opportunities and encourage pupils to explore and experiment. This helps them to develop their ideas and confidence with materials and techniques. Year 1 pupils tried mixing colours in order to achieve colours to match pieces of fruit. This was a challenging task but they worked hard and developed their understanding of how colours combine and change. Years 3 and 4 investigated different methods of printing and developed a control of the tools and techniques they

were using. The visiting teacher in the upper junior class is obviously inspiring pupils to develop their work and produce some good quality pieces.

- 117 Pupils enjoy their work and are keen to share what they have found out. They work carefully and with concentration. They co-operate very well when sharing equipment and collaborate on joint tasks. Pupils do the most learning when they have the opportunity to experiment and develop their ideas and then to evaluate and consider how they can improve their work.
- 118 The quality of the planning for art and design tends to depend on the interest and expertise of individual teachers. Although the curriculum is planned for reasonable coverage of the main elements of the subject, there is very little guidance for teachers on how to plan a series of lessons. Whether all the aspects of art and design are being covered in a structured way that enables pupils to make progress is left a lot to chance.
- 119 Resources for art and design are limited and sometimes this impacts on the quality of the work. For example, pupils were carrying out observational drawing without having drawing pencils, and others were experimenting with printing with a limited range of colours. Teachers show that they value pupils' work when they display it well, but the quality of this display is variable from class to class. A useful system of collecting pupils' work and making a portfolio is just beginning, but is only in place in the younger classes. This needs developing further as a first stage towards assessing progress.

DESIGN AND TECHNOLOGY

- 120 The standards pupils attain at the age of seven and eleven are below those expected nationally. The curriculum does not offer a wide range of designing, making and evaluation activities where pupils have been challenged to solve problems. Some skills, such as the joining of materials, are taught successfully, but the quality of all pupils' learning and achievement generally is weak throughout the school. Pupils' standards of work are lower than at the time of the last inspection. Pupils still do not consistently record designs of what they are going to do before they begin making. The management of the subject has not improved since the last inspection. Design and technology does not have the status of a separate subject. It is developed through other subjects, such as history, and there is some confusion between art and craft activities and those of design and technology.
- 121 There is little evidence that seven-year-olds design solutions to problems or have evaluated and made improvements to their recorded designs. Pupils do join and combine different materials in a range of ways. They make, for example, cards and decorations. Pupils in Years 3 and 4 have made windsocks. They did this in response to a problem because the school's wind gauge did not work properly. However, the windsocks are all the same design and have been made to a similar standard. If the problem had been solved in a more open way, pupils would have made many different sorts of windsock,

some of which worked better than others. Pupils would have recorded on paper what they needed to build the item, how to test it, how well it worked and what they might have done to improve their designs.

- 122 There is little evidence that eleven-year-olds design what they are to make using labelled sketches with basic measurements, in response to a problem. There is little evidence that pupils have distinguished between what works well and what could be improved in their designs and, importantly, recorded this information in detail such as they do in science investigations. The work seen during the inspection showed that pupils have learnt some of the principles of levers and cams and have made a pizza. They have used measurements to make a frame for a model Tudor house. Pupils have also looked at the qualities of some packaging and have made a picture frame. Pupils showed they are capable of giving clear instructions in the correct order to make their frame.
- 123 The teacher responsible for design and technology has not developed teachers' understanding of the subject significantly. The school does not have enough guidance for teachers to use for planning lessons. The policy emphasises, for example, the need for pupils to plan their work and the development of skills and makes mention of problem-solving activities. In practice, pupils do not receive a curriculum that meets the requirements of the National Curriculum.

HISTORY AND GEOGRAPHY

- 124 Pupils' attainment in geography and history matches national expected levels at seven and eleven. This reflects the position at the time of the last inspection. Pupils of average and below average ability achieve appropriately. However, scrutiny of pupils' work indicates that throughout the school higher attaining pupils are not given sufficient opportunities to work towards achieving the higher levels. For example, there is little evidence of pupils being expected to analyse data and evidence to draw their own conclusions about climate change or to demonstrate their understanding of key ideas and empathy with people who lived in the past through independent written activities.
- 125 By the age of seven pupils have a secure understanding of how people lived in the past. They know how the inventions of electricity and domestic appliances have transformed people's lives. They are able to compare their lives with the lives of people who lived in the past and to use basic sources of evidence such as photographs of buildings to suggest why things are older or newer. In their descriptions they use appropriate subject vocabulary such as old and new. They learn about the countries of the United Kingdom and their capital cities. They are able to use subject vocabulary well in discussions and have a good understanding of their own local area. They can draw pictorial maps of their route to school that identifies some of the important building they see or pass. There is little difference between the achievements of pupils of different ability except in the detail in which they complete similar tasks. The quality of the

detail tends to reflect their better literacy skills rather than a much deeper understanding of the key ideas of history or geography.

- 126 By the age of eleven, pupils have a secure understanding of a range of historical periods and civilisations in the United Kingdom and around the world. For example, they know about the Tudor period and the key figures and events that happened and shaped history. They can empathise with the lives of people in the past and how it different from their own. They are able to use photographs and other evidence to draw basic conclusions about the changes in houses, work and transport over the past 150 years. In geography pupils know about the water cycle and have a clear understanding of the importance of clean water to the balance of the environment. They know about major rivers of the United Kingdom and the world and understand how people use water in their homes. Through a topic on Antarctica they understand how human activity is affecting the environment through using fossil fuels.
- 127 During the inspection, only two lessons of geography were seen. No lessons of history were seen. Pupils' work and teachers' planning indicate that the curriculum meets the requirements in the latest national guidance. Teachers have a secure subject knowledge and in the lessons seen this was supported by good management of pupils and clear instructions so pupils knew exactly what to do. Resources are usually used well, for example, in one of the lessons seen the Year 1/2 teacher was discussing important places in the village and had a very good range of recently taken photographs which sparked pupils' interest and enthusiasm.
- 128 However, the range of activities in both subjects, particularly for the oldest pupils in both key stages, are limited and are not effectively varied enough to reflect the wide range of pupils' attainment levels and ages in each class. The teacher in the infant class places a very good emphasis on discussion and sharing of ideas. This has a positive affect upon pupils' moral and social development, as well as their speaking and listening skills. However, this is not supported or reinforced by similarly challenging written activities. This limits the achievement of the pupils, particularly those of higher attainment. For the oldest pupils, whole class activities, work sheets and 'missing word' tasks are used too much, so pupils do not have enough opportunities to explain ideas in their own words or to express their own opinions. There is also limited evidence of pupils being given the opportunities to do research using books or the Internet or to use their information and communication technology skills to analyse data or to present their work.
- 129 Pupils have a positive attitude to the subject and take great care over the presentation of their work. Handwriting is neat and drawings are done carefully. Unfortunately, the marking does not consistently reward pupils for their efforts nor give pupils clear guidance as to how they can improve their work.
- 130 Since the last inspection the curriculum for both subjects has been revised to take into account the latest national guidance, using a two-year plan to make

sure that pupils do not study the same topic twice. Although the staff work closely together, there are no procedures for monitoring teachers planning or pupils' work to make sure that the planned curriculum is being taught and that pupils of all abilities are learning what is planned for them. In some classes examples of pupils' work are selected as examples of what they have achieved and used to measure the level that they have achieved. However, there is not a whole school approach to this process and no specific tasks are set in each topic to use for the purpose.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 131 Standards of pupils' work in information and communication technology (ICT) meet the expectations of the National Curriculum at seven years old. At eleven, pupils' standards of work are close to national expectations in most aspects of the subject. Pupils' standard of work in recording and then using information ('monitoring') is below the standard expected nationally. Pupils do not, for example, monitor how fast boiling water cools at room temperature, using computers and other equipment. The school does not provide enough lessons in this area of the subject. However, the headteacher has recognised that there are shortages in teachers' knowledge. The school now employs a part-time ICT specialist to teach pupils up to Year 2 and pupils in Years 5 and 6. This provision has had an immediate good effect upon what pupils know, understand and can do in ICT. Pupils, including those with special educational needs, make satisfactory progress by the age of seven in all areas of the subject. At eleven pupils make satisfactory progress in most areas of ICT, but not in 'monitoring' activities. ICT was not used to develop pupils' understanding in other subjects during the inspection.
- 132 There have been some positive improvements since the last inspection. The headteacher has written a good plan for developing ICT throughout the school and the plan is accurately costed. The school now has more and better computers and programs. The school presently is at an early stage of development with the new computers. Pupils have begun to use the Internet. For example, Years 5 and 6 pupils created their own web sites on a recent residential trip.
- 133 At seven years old pupils learn to control the 'mouse' successfully. Pupils have written tongue twisters during literacy lessons and corrected their work in simple ways as they have gone along. Pupils remembered clearly how they had worked with an adventure game where they had to find things in different places on screen. Pupils have used the floor robot (called a 'roamer') to make triangles, hexagons and other shapes. Pupils reported that they knew how to start the computer and load programs. Half of the group clearly explained how they saved their work and where they could find it again.
- 134 At the age of eleven, pupils further refine their information handling and word processing skills. Many pupils know how to use a range of features on the word processor's 'tool bar.' Pupils have successfully used the Internet to find

information about life in Antarctica. Pupils have added 'clipart' pictures to their writing. Pupils have used spreadsheets to manage large columns of numbers so that answers could be found to problems. Pupils know how to use a simple programming language to draw shapes, then move and change them on screen.

- 135 The use of computer programs to support work in other subjects is unsatisfactory. Pupils do not do enough. Although pupils have some opportunities to use ICT in, for example, English to draft and edit work, and to use some of the many features of word processing programs, pupils' ICT skills are not developed well in other subjects. Pupils have very good attitudes to work and enjoy ICT. Their attitudes to work allow them to make the most of what the school provides. Many pupils bring knowledge of ICT they have learned at home to school. Pupils have used information to make graphs that show patterns and have used a painting program to draw pictures. Some pupils know that many electric machines that are in every day use have control circuits including computer chips.
- 136 The school has good plans to ensure that the skills and knowledge pupils need each year are consistently taught in a logical sequence and that all pupils have equal access to time on computers. The school has made the development of ICT a priority recently. A considerable amount of money has been spent effectively on good modern computers and programs to improve standards in the subject and other subjects. Teachers are about to receive training in the use of a comprehensive range of programs installed in the new computers.

MUSIC

- 137 There was only one music lesson observed during the inspection and insufficient evidence was available to make a judgement as to standards at the end of key stages. However, in assemblies pupils sing confidently and tunefully and with a good sense of melody. In the one lesson observed, Year 3 and 4 pupils were making good progress and achieving what is expected for pupils of that age. The school is keen to develop musical activities and standards were high at the last inspection. It is therefore likely that standards are at least in line with what is expected, and possibly higher than this.
- 138 In the lower junior lesson pupils had been working with rhythm patterns and were developing their understanding of how music can be written down. Pupils demonstrated a secure understanding of rhythms when they confidently 'mirrored' patterns for each other. They were successfully learning how to create a musical score by drawing instruments and indicating how many times each was to be played. They performed from their scores and recognised how they could improve them. They used a wide range of musical instruments and played them confidently, indicating that they were used to working in this way. The lesson was carefully planned with clear learning objectives and secure progression from one piece of learning to another. Pupils worked with enjoyment and concentration and behaved responsibly.

- 139 The school puts an emphasis on musical activities. Recorder groups are held at lunchtime and there are opportunities for pupils to receive tuition in a range of instruments. A recently held 'Music Week' provided the opportunity for teachers to share their favourite pieces of music and for instruments to be made and shared. Musicians and dancers visited and made a considerable impact on pupils' experience and learning.

PHYSICAL EDUCATION

- 140 Pupils, including those with special educational needs, achieve appropriately. Most seven and eleven year olds attain standards that are typical of pupils nationally. Standards of pupils' work are similar to those reported during the previous inspection. The standard of pupils' work in gymnastics in Years 3 and 4 is above national expectations. Three older pupils have a particular talent for cricket and they play for the region and two for the county. The most talented pupils reach high standards. The school has successful football and net ball teams. Physical education is a strength of the school.
- 141 Although physical education is not a priority for extra attention, the very good features of the provision reported four years ago have been maintained. The school does not have a hall and the playground is small. However, the school makes very good use of the facilities in an adjacent school for gymnastics. The school has an adequate field in the village nearby and the use of the swimming pool in a local leisure centre. Older pupils have very good opportunities to develop, for example, different teamwork, climbing and canoeing skills during the yearly residential visit to a centre in Staffordshire
- 142 No lessons were observed in Years 1 and 2. In Years 3 and 4, higher attainers moved smoothly between different body positions and adopted interesting shapes in the gymnastics lesson. The shapes they 'mirrored' with a partner showed great thought. Average pupils carried out all the required moves and had a good sense of balance. Lower attaining pupils successfully made narrow, wide, small and large shapes but were a little slower to respond to the teacher's instructions. Pupils with special educational needs performed well.
- 143 Year 6 pupils performed well. All ran 60 metres comfortably. They organised themselves very well indeed. Each pupil had a partner and various pupils started off each race successfully. Pupils' times over the 60 metres ranged from a little over 9 seconds through to 16 seconds. All pupils threw a ball successfully over a variety of distances.
- 144 The teaching seen was good in Years 3, 4, 5 and 6. The school provides a good curriculum considering the difficulties presented by the accommodation. All the elements of the National Curriculum for physical education are present. Teachers' levels of expertise and expectations of what pupils should do are good. Teachers place good emphasis on the use of space and adequate use is made of pupils' self-evaluations of theirs' and others' work. Pupils learn effectively and gain new ideas by listening closely to the teachers' good advice

and by watching one another. For example, the teacher in Years 5 and 6 explained that the throwing action includes a transfer of weight from the back foot to the front as the ball is released. Teachers demonstrate the required movements well, using pupils or themselves to inspire the class. Good demonstrations have a positive impact on the quality of pupils' work. Teachers also make good use of praise to motivate less enthusiastic pupils.

- 145 Pupils' attitudes and behaviour are very good. They enjoy lessons and derive much pleasure from taking part. Pupils are very interested in what they do and they make good attempts to carry out the teachers' instructions. For example, in Years 3 and 4, pupils made very good progress with the quality and range of their movements in gymnastics. The teacher gave very good advice about, for example, how body shapes could be 'mirrored' by a partner. Teachers have a good knowledge of physical education. The school's programme of extra-curricular activities is good. It includes net ball, football, sporting visits to other schools and outdoor and adventurous activities, which all raise the standards of pupils' work.

RELIGIOUS EDUCATION

- 146 Standards in religious education are in line with what is expected by the locally agreed syllabus. Pupils do some particularly good work in learning about different religions and use well the opportunities they have to consider their own thoughts and feelings. A curriculum plan ensures that the subject is well covered through the school, but there is limited guidance for teachers on how to plan a series of lessons and ensure that learning objectives are clear.
- 147 In Key Stage 1 there is limited recorded evidence of what pupils have learnt as most of the work is based on stories and discussion. Pupils know about Bible stories and understand some of the meanings of them. For example they have talked about the story of David and Goliath and the issue of trust. They have linked work on promises with the story of Noah. They are aware of the importance of Jesus in the Christian faith, through learning about the Easter story.
- 148 In Years 3 and 4 pupils have learnt about Islam and designed prayer mats. They have studied Old Testament stories and reflected on meanings. They have thought about special days and good deeds and bad deeds and have considered how they would feel in certain situations.
- 149 Year 5 and 6 pupils have studied Islam to greater depth and considered what it is like to be a Muslim. They have thought about miracles and parables and related some of the meanings to their own lives. They have reflected on the difference between being alone and being lonely and on positive qualities in others.

- 150 From the available evidence it is clear that the subject is well taught and has a positive impact on pupils' personal development. Pupils learn, not just about religions, but also about how faith affects peoples' lives. They are given the time to consider their own feelings and are encouraged to respect the values held by other people. The subject reflects the school's ethos of care for others.
- 151 The curriculum meets the requirements of the locally agreed syllabus and is carefully planned to provide appropriate coverage of topics through the school. The school has a wide range of books and artefacts to support pupils' learning, but does not as yet have sufficient guidance to help teachers plan lessons with clear learning objectives.