

INSPECTION REPORT

Packington CE Primary School

Packington

LEA area: Leicestershire

Unique reference number: 120151

Headteacher: Stuart Renshaw

Reporting inspector: Michael J Cahill
19623

Dates of inspection: 5 – 7 June 2000

Inspection number: 198835

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Mill Street Packington Leicestershire
Postcode:	LE65 1WL
Telephone number:	01530 412425
Appropriate authority:	Governing body
Name of chair of governors:	Sue Andrews
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Michael Cahill	Registered inspector	Special educational needs Mathematics Science Religious education Art Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Helen Barter	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Margaret Handsley	Team inspector	Under-fives Equal opportunities English Information and communication technology Design and technology Geography History	Attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 82 pupils on roll (41 boys and 41 girls) taught in three classes. At the time of the inspection there were three children under five years of age in the mixed-age class for 4 – 7 year olds. There are 12 children on the school's register of special educational need, including one with a full statement. The attainment of most children on entry to the school is above the national average. No parents claim an entitlement to free school meals.

HOW GOOD THE SCHOOL IS

This is a good and improving school that already has many very good features. The headteacher provides excellent leadership and he is very well supported by his staff and the governing body. The overall quality of teaching is high and there is a pleasant, purposeful working atmosphere in the school, with very good relationships and enthusiasm for learning. The overall effectiveness of the school is good and it provides good value for money.

What the school does well

- The overall quality of teaching is high.
- The headteacher provides excellent leadership focused on raising levels of achievement.
- The school is very successful at promoting very good behaviour, very good relationships and personal development and very positive attitudes towards school and learning.
- The school, parents and the local community maintain a very strong and effective partnership.
- There are good standards throughout the school in English, mathematics, science, religious education, geography and history.
- The school makes very good provision for pupils with special educational needs and offers a very wide range of extra-curricular activities.
- The school's overall provision for pupils' personal growth, including their spiritual, moral, social and cultural development, is very good.

What could be improved

Within the context of its continuing improvement, the school recognises the need to take action on the following aspects of its work:

- Pupils' attainment in some aspects of the information and communication technology curriculum.
- Planning with a focus on progressive skill development in art and design and technology.
- The teacher-pupil ratio in the mixed-age reception, Years 1 and 2 class*.
- Provision, including opportunities for outside play, for children in the foundation stage.

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

*Since the inspection, the local education authority has agreed to provide the funds to employ an extra teacher for this class from September 2000.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. Since then, two acting headteachers and the present substantive post holder, with the very active support of the governing body, have greatly improved the leadership and management of the school. Financial planning, for example, is now good. Other issues relating to the quality of teaching, assessment, the consistency of pupils' progress through Key Stage 2, and curriculum planning have also been very effectively addressed. National test results in English, mathematics and science at both key stages are better than those recorded at the time of the last inspection.

Overall progress in raising levels of achievement and improving the quality of education is very good.

STANDARDS

The table shows the standards achieved by 11 year olds based on National Curriculum test results.

Performance in:	compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	C	A	A	A
Mathematics	A	A	A	B
Science	B	A	B	B

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

Schools are described as similar when they fall in the same group with respect to the proportion of pupils entitled to free school meals. The trend in the school's test results over a four-year period is upwards, in line with the national trend.

Inspection evidence shows that by the end of Key Stage 1, standards are above the national average in reading, mathematics and science. In writing, standards are well in line with national expectations. By the end of Key Stage 2, the overall standards of the small number of Year 6 pupils are above average in English, mathematics and science. This year's test results are expected to reflect this. Because of the small number of pupils in some year groups, comparisons between the results from year to year should be treated cautiously.

By the end of both key stages, attainment in religious education exceeds that expected in the locally agreed syllabus and pupils make good progress. In geography and history, standards throughout the school are good and pupils achieve at levels that are above the expectations for their age and make good progress. In art, design and technology, information and communication technology, music and physical education, standards and progress throughout the school are satisfactory. However, in information and communication technology attainment is below expectations in some aspects of the subject.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils clearly enjoy coming to school and they have very positive attitudes towards their learning. They take part enthusiastically in the wide range of activities provided.
Behaviour, in and out of classrooms	Very good; pupils behave well in lessons, at lunch and in the playground. This helps their progress and contributes to the happy, purposeful "buzz" around the school.
Personal development and relationships	Very good; pupils get on very well with each other and with the adults in the school community. They relish taking responsibility and older pupils are mature in their support of those who are younger.
Attendance	Good.

Relationships at all levels are a considerable strength of the school. Pupils' very good attitudes to each other and their work owe much to the high expectations of the staff and their good example.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11
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.

All of the lessons seen were at least satisfactory. More than 80 per cent of lessons were good or better, and 27 per cent were judged to be very good. This is high quality teaching and is the major reason for the pupils' very good attitudes to their learning and for their above average achievement in many areas of learning. The teaching of English and mathematics, including the skills of literacy and numeracy, is always at least good.

Particular strengths of the teaching throughout the school include the very good management of pupils, high expectations of both work and behaviour, and a good match of work to individual learning need. Teachers also make good use of questioning and adopt a good balance of whole class, group and individual work to maintain interest and concentration.

From the time they enter the school, children are very effectively encouraged to work together and, where appropriate, to work independently. Because of this, all pupils, including those with special educational needs, are confident that they can learn. The quality of learning for all pupils is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the school makes good provision for teaching all the subjects of the National Curriculum and religious education. Pupils' learning opportunities are enriched by the very good range of extra-curricular activities that are organised by staff.
Provision for pupils with special educational needs	Very good; the small number of pupils with special educational needs benefit from the very good, well planned support provided.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good; the school places a strong emphasis on this aspect of its work. There is consistent application of the behaviour code and there are many opportunities for spiritual and social development.
How well the school cares for its pupils	Very well; pupils' welfare is of paramount importance and the school is very successful at promoting good behaviour and progress in learning.

The assessment procedures introduced since the last inspection are good.

Since the last inspection, the school has strengthened its partnership with parents and there are now very effective links that have a significant impact on the quality of pupils' learning and the life of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent; the headteacher, well supported by the rest of the staff, provides strong leadership directed towards raising standards of achievement and improving the quality of education provided.
How well the governors fulfil their responsibilities	Very well; the governing body is well informed and very supportive of the school. The statutory responsibilities of governing bodies are very well discharged and governors have a clear role in shaping the future of the school.
The school's evaluation of its performance	Good; the school has reflected well on its performance since the last inspection. It now has very good systems for checking how pupils are getting on and sets appropriate targets for improvement.
The strategic use of resources	Good; the school manages its budget very well. There is very good use of specific grants, well targeted towards school improvement.

Staffing, accommodation and learning resources are satisfactory overall. Steps have now been taken to deal with the Key Stage 1 class size and the school has a realistic programme for improving teaching and learning resources. Particular strengths of the leadership and management of the school include the good teamwork between the headteacher, staff and governing body. The school actively seeks to get the best value for money in its decision-making.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The views of the 54 parents who returned completed questionnaires and of the 23 parents who attended the pre-inspection meeting with members of the inspection team were taken into account.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good teaching. • The school's high expectations. • Their children like school and they make good progress. • Children become mature and responsible. 	<ul style="list-style-type: none"> • Homework. • Information about their children's progress. • Closer co-operation between parents and the school.

The inspection team fully supports parents' positive views of the school, but does not agree with the individual concerns. The provision for homework is good. The school has already identified a need to explain this provision to parents of pupils who are new to the school so that they are clear about what is expected. Parents receive good information about pupils' progress through reports and informal contact with teachers and the school places high value on its close links with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children are assessed on entry to the school and their attainment is, for the most part, above expectations. They make good progress in the mixed-age class which they join and by the time they are five years of age most exceed the expected standards in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development, personal and social development. For more details of their achievements see the section on the Foundation Stage (paragraphs 64 – 71).
2. The school's 1999 national test results show that at the end of Key Stage 1 pupils' attainment was above average in reading and well above average in writing and mathematics. Teacher assessments of work in science were well above national expectations although no pupils achieved the higher Level 3. When compared with those of pupils at similar schools nationally the results at Packington are above average in writing and mathematics and average in reading.
3. Performance over the last four years has fluctuated, due partly to the small number of pupils in each year group, but the overall trend has been one of improvement. There is no significant difference between the results of boys and girls. Inspection evidence indicates that levels of attainment are above the national average in English, mathematics and science in the present Year 2.
4. The school's national test results in 1999 show that, at the end of Key Stage 2, pupils' attainment was above the national average in science and well above it in English and mathematics. Over the four years 1996 to 1999 the upward trend in the school's results has been similar to the national trend.
5. Inspection evidence shows that pupils' attainment at the end of Key Stage 2 is above the national average in English, mathematics and science. See paragraphs 72 – 107 for further details of pupils' work and the teaching which leads to the good attainment in both key stages in these subjects. Overall standards in literacy and numeracy are above average.
6. At the end of both key stages pupils' attainment in religious education exceeds the expectations of the locally agreed syllabus. In geography and history, pupils throughout the school achieve at levels that exceed expectations for their age and they make good progress. In art, design and technology, information and communication technology, music and physical education pupils achieve in line with expectations for their age and make satisfactory progress. However, in some aspects of information and communication technology pupils achieve below the expected level. For further details of pupils' progress and achievements in these subjects see paragraphs 108 – 144.
7. The small number of pupils with special educational needs are well known to all staff and are included in all aspects of school life. They are attaining well in relation to their special needs and make good progress. The school sets realistic and achievable targets for them and for other pupils, based on good assessment procedures.

Pupils' attitudes, values and personal development

8. Children under five have positive attitudes to learning. They relate very well to adults and enjoy their activities. Their behaviour is very good, although, understandably, they tend to

become restless when the teacher's attention is directed towards older pupils in whole class sessions.

9. Pupils' attitudes to school are very good in both key stages. They settle down quickly, pay attention and show interest in lessons. They readily join in discussions and show respect for the views of others. Most concentrate well and try very hard. Parents who returned the parents' questionnaire agree that their children like school, are eager to come to school and show interest in their work. Pupils with special educational needs respond well to the provision made for them; they persevere and try hard. The positive atmosphere of the school encourages a very good attitude to learning. Pupils' good levels of attendance show that they are keen to be there.
10. Pupils' behaviour around the school and in lessons is very good. Pupils are courteous, trustworthy and polite. They treat each other with respect in class. They respect school property and look after their own. Parents agree that the school has a high standard of good behaviour; pupils know what is expected of them. Teachers' behaviour management is good and carried out in a positive manner. When a small minority of pupils lose interest, teachers work hard to keep them on task. The school is highly effective in dealing with oppressive behaviour: there is no evidence of bullying. There have been no exclusions.
11. The relationships between staff and pupils are very good. Teachers and support assistants demonstrate detailed knowledge and understanding of individual pupils. Pupils show a good deal of respect towards their teachers and support assistants, and develop a very good rapport with them. Relationships between children are also very good; for instance, mixed groups of different ages and genders readily work together. They mix well together socially on occasions such as lunchtime picnics which are held when the weather is good. The older pupils are very caring and responsible towards the younger ones. This has a positive impact on personal development, which is very good.
12. Pupils develop confidence and initiative. This is evident in the way the older pupils set about researching their history topic, 'Britain since 1948'. They carry out research at home on their own initiative, and some send it to school by electronic mail.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching is good. Of the lessons observed 27 per cent were judged to be very good or excellent, a further 59 per cent were good, 14 per cent were satisfactory and none were unsatisfactory. This represents a considerable improvement since the last inspection when eight per cent were judged to be very good but 21 per cent were unsatisfactory.
14. Examples of very good or excellent teaching were observed on more than one occasion in each class. In both key stages more than 85 per cent of teaching was at least good. This overall high quality of teaching makes a major contribution towards promoting the pupils' very good attitudes to work and towards raising their levels of achievement as well as improving the quality of their learning.
15. The teaching of the Literacy Hour is never less than good and the same is true of the teaching of mathematics, including the National Numeracy Strategy.
16. All classes have mixed ages and teachers put a lot of effort into planning work that meets the needs of all the pupils. In this, they are very well supported by the classroom assistants, student teachers and volunteer parents. These 'supporters' provide good help to individuals and groups of pupils, and help the teacher to keep track of how individual

pupils are getting on. This is of great help to the teachers when further work is being planned.

17. There are a number of other features common to the good or better teaching seen during the inspection and these include:
 - very good relationships between adults and pupils;
 - very good questioning by the teacher not only to find out what the pupils already know but also to challenge them and extend their learning;
 - teachers use a good mixture of whole class, group and individual work in order to maintain interest and concentration;
 - practical methods are used whenever possible;
 - teachers have high expectations of work and behaviour and give good feedback so that pupils know how well they are doing.
18. In a few lessons teachers make it very clear to pupils exactly what it is they are going to learn during that lesson. This is good and helps pupils to take even more responsibility for their own learning. In a few lessons there is a slippage of time at the start with the result that there is insufficient time for a proper concluding session.
19. As a result of good teaching pupils show a real interest in learning and become confident in their own ability to learn. Their progress in individual lessons is often good and teachers help pupils to see how new learning is building on what they already know.
20. The day-to-day assessment of pupils' work is good and marking is conscientiously carried out. There were some good examples of marking which included written comments designed to help pupils to improve. Good records are kept of pupils' achievements.
21. Homework is regularly set although it is not always referred to as such. For example, the Key Stage 1 pupils who were asked to identify symmetrical objects at home or on the way home may not have realised that they were doing homework. Similarly pupils who undertake substantial research work at home in order to follow up schoolwork may not look on what they are doing as 'homework'. The inspection team is happy that 'homework' is playing an important part in raising levels of achievement and does not feel that the concerns of a few parents are justified. However, the inspection team does agree with the overwhelming majority of parents that the quality of teaching is good. Further information about teaching and the learning and progress of pupils can be found in each of the subject sections (paragraphs 64 - 144).

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

22. The school provides a good quality curriculum and a wide range of learning opportunities to which all pupils have access. Its provision for pupils with special educational needs is very good. The strategies for teaching literacy and numeracy are effective and there is a very good range of extra-curricular activities.
23. The curriculum is broad, balanced and relevant to the needs of pupils. The school meets the statutory requirements to teach all subjects of the National Curriculum for the age range, as well as religious education. However, recent improvements in the provision for and teaching of information and communication technology have not reached the stage where all pupils have access to the full programme of study. The balance between areas of learning for children under five is good, except for the provision for physical development, which is satisfactory.

24. Children under five share a class with Key Stage 1 pupils. The curriculum provided for this class effectively blends together the national guidelines for under-fives and Key Stage 1 of the National Curriculum. This is achieved as a result of very hard work, imaginative planning and tight organisation on the part of the class teacher, supported by a classroom support assistant, special educational needs assistant and parent helpers. As there is no designated area for outdoor play for children under five, they have too few opportunities to play with large equipment. This reduces opportunities for physical development, creative development and social development. Nevertheless, the teacher provides the children with as many opportunities as possible to use the physical education apparatus.
25. The school's provision for pupils' health, social and personal education is very good. The cultivation of pupils' spiritual, moral, social and cultural development is central to the school's work; pupils develop very well in these areas as a result of the very good provision. The daily act of collective worship provides time for reflection and prayer. Teachers make very good use of opportunities in assemblies and in lessons to develop pupils' spiritual and moral awareness. For example, teachers share with pupils, objects, such as special books, which have a profound meaning in their own lives. This enables pupils both to understand the importance of religious artefacts and to appreciate the deeper meanings that are important in people's lives.
26. Pupils' social development is very well nurtured through the everyday life of the school. There is a clear code of conduct and pupils understand the difference between right and wrong. Teachers and other adults set very good examples to pupils and establish very good relationships with them. Teachers make good use of the wide age range in classes to support pupils' personal and social development. In art, music and literacy lessons, pupils develop a rich cultural awareness. Overall provision in this area is good. However, the provision for multi-cultural understanding is less well represented than that for cultural development in the arts of the Western world.
27. The school provides well for pupils with special educational needs. Pupils with statements receive the provision identified for them. The support provided by teachers and the special educational needs assistant is carefully planned and effective. As a consequence, pupils with special educational needs make good progress towards their targets.
28. The curriculum is enriched through the provision of a very good range of extra-curricular activities, including games, athletics, music, Bible study and Home Club. In addition, pupils have the opportunity to learn French and to take part in cycle proficiency training. The curriculum is further enhanced by educational visits and activities with the group of local schools. The association with other small schools in the areas is a successful venture. It provides opportunities for pupils to mix with others of their age, to have access to happenings such as visiting authors and poets, and to have access to a wide range of shared resources to support their learning. The strong links with the local church provide pupils with valuable opportunities to develop their knowledge and understanding of the humanities, and to develop a strong sense of their own cultural heritage.
29. Since the last inspection, the school has continued to provide a suitably broad and relevant curriculum; this is now supported by appropriate schemes of work in most subjects. However, planning in art and in design and technology is not sufficiently focused on skill development from year to year. Planning, particularly in English, mathematics and science, has improved to take account of pupils' different levels of attainment. The use of investigative work in science has also been improved. The provision for pupils' spiritual, moral, social and cultural development has improved and is now very good. The overall level of improvement in the curriculum since the last inspection is very good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school has maintained the very good provision for the health, safety and welfare of its pupils reported at the last inspection. This has a very positive impact on the quality of pupils' lives at school. All staff in the school have very good relationships with pupils and care for their individual needs very well. The quality of personal support and guidance that is provided for pupils is good because teachers and other staff know and care for the pupils very well and provide good individual support for pupils who need to make improvement or who are experiencing difficulties. Teachers use the information they get from assessing pupils' work well in order to provide them with tasks which raise their standards of attainment. The monitoring of pupils' academic performance and the educational and personal support which is put in place to help them improve is good and is effective in improving the quality of pupils' learning.
31. Parents appreciate the pastoral care that is provided for their children. They feel that their children are well cared for and looked after, that teachers are approachable and that they receive good information about how their children are getting on. They are very positive about the way in which the school promotes good standards of behaviour and they say that there is no bullying. Nearly all parents who replied to the questionnaire feel that their children are making good progress in school.
32. The school has very good arrangements for ensuring that pupils and staff work in a safe and secure place. Regular checks of the premises and assessments of potential risks are carried out by members of the governing body and the premises manager. The school has identified a potential risk to pupils and parents as they gather on the pavement outside school at the end of the school day, and it is seeking an urgent solution to improve pedestrian access to the school. There are suitable arrangements in place for regular fire drills and checks of electrical and physical education equipment. The premises are kept very clean and well maintained by the caretaking staff who are quick to carry out any necessary repairs.
33. All staff care well for pupils who hurt themselves or who are unwell during the school day. Midday supervisory staff, some of whom are also learning support assistants, know the pupils very well and provide continuity of support and care, along with teachers, over the break and lunchtime periods. There are very good procedures in place for safeguarding pupils' welfare. All staff have a clear understanding of the need to report any concerns directly to the headteacher, who is responsible for child protection. However, the school's procedures for monitoring pupils' attendance are informal and, because registers are not always completed correctly, it would be difficult to follow up any patterns of absence if there were concerns about an individual pupil's welfare.
34. There are very good procedures for monitoring and promoting good standards of behaviour. All adults working in the school have clear and consistent expectations of pupils' behaviour. As a result, pupils know what is expected of them and there is rarely any need to remind them of the code of conduct which is clearly displayed around the school. Pupils are praised for their attitudes towards others and their efforts at personal improvement. This raises their self-esteem and contributes to the harmonious atmosphere that exists throughout the school. Teachers provide very good role models in their attitudes towards pupils and each other, and pupils clearly follow their example.
35. Through its policy of positive praise and the work it does to promote pupils' self-esteem, the school helps pupils to mature and act responsibly. This is greatly appreciated by parents. There are good procedures for monitoring and supporting pupils' personal development from the time they start school to when they move on to secondary school. The knowledge that staff have of pupils and the use that they make of this to help them develop and mature is a strength of the school. Each class uses different methods to recognise pupils'

progress in their personal development. For example, in circle time in Key Stage 1, pupils talk about their achievements in and out of school. They express their personal feelings about their families, friends and pets and are developing confidence when speaking in front of others. They are proud to have their personal and academic progress recorded in an achievement book. At Key Stage 2, pupils develop this process in a *Record of Achievement* book where they assess what they have done in their work and activities in and out of school and identify where they can make improvements. Teachers make very good use of assemblies where the whole school shares in everyone's achievements and successes.

36. The assessment procedures introduced since the last inspection are good. These include target setting in English, mathematics and science, both for the individual and for the class. Pupils are aware of what is required of them, and know what they have to do next. However, the process of reviewing targets is not yet systematic enough.
37. Assessment in other subjects is carried out at the end of each topic. Pupils' progress during the topic is noted in teachers' records. Information from assessment is used well to inform future planning; analysis of information from the National Curriculum tests is successfully used to make changes in the way the curriculum is taught throughout the school. A strong feature of the assessment process is the tracking of individual attainment to make sure pupils make enough progress and achieve at the right level for their age.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Since the last inspection, the school has strengthened its partnership with parents and there are now very effective links that have a significant positive impact on the quality of pupils' learning and the life of the school. Parents commented at the meeting before the inspection that the links between home and school are very positive. They say that they are encouraged to be involved in all aspects of school life, from helping in the classroom to assisting with fundraising and social activities through the Parent-School Association. Parents commented particularly on the improvement that the school has made since the last inspection through both the good leadership provided by the teacher who temporarily took over the role of acting headteacher and the enthusiasm in school that has been rekindled since the appointment of the new headteacher.
39. In the questionnaires completed before the inspection, parents show very good support for the school. They appreciate the quality of teaching and the high expectations of their children in terms of attitudes to work and standards of behaviour. They feel that their children make good progress and are helped to be mature and responsible. There were very few criticisms, although individual parents indicated that they would like to see an improvement in the amount of homework, the information that they receive about progress and the way in which the school works closely with parents.
40. The inspection team fully supports parents' positive views of the school, but does not agree with the individual concerns. The provision for homework is good. The school has already identified a need to explain this provision to parents of pupils who are new to the school so that they are clear about what is expected. Parents receive good information about pupils' progress through reports and informal contact with teachers and the school places high value on maintaining close links with parents.
41. Overall, the school provides parents with very good quality information. The governors' annual report is very well presented, gives parents a clear picture of the work and achievements of the school and has a friendly tone that encourages parents to be involved in school life. Although the prospectus is still in draft form, it reflects a similar standard and gives parents good information about the organisation of the school and the curriculum that

is being taught. The use of photographs to show pupils working and taking part in activities is a good feature.

42. Although the meeting to explain the numeracy strategy was judged to be a little late by parents, overall they are pleased with the quality of information that they receive about developments in the curriculum and the introduction of the strategies for literacy and numeracy. A good range of additional information about educational provision, child development and support in the local area is also available in the entrance hall.
43. Parents feel that they get good information about their child's progress in their end of year reports and inspection evidence confirms this view. Parents are able to discuss pupils' targets for improvement at regular consultation meetings and there are many opportunities for informal discussion with teachers about their child's progress at the beginning and end of the school day. Teachers have a very visible presence in the playground and it is easy for parents to talk to them about any concerns that they may have. The school's provision for homework is good and enables parents to support their children in their learning at home. Many parents hear their child read and record their support in reading record diaries. They are keen to support work in the curriculum and often contribute additional resources and books.
44. The home-school agreement demonstrates a very strong commitment on behalf of the school, parents and pupils to working together to achieve a positive partnership. The thriving Parent-School Association makes a very significant contribution to this partnership through its organisation of fundraising and social events for parents and the local community. Projects such as the building of a new hall have had a strong impact on the quality of the school's accommodation and the associated improvement in activities such as assemblies, physical education and extra-curricular activities.
45. The school is rightly proud of its 'open-door' policy and encourages parents to support work in the classroom, visits outside school, extra-curricular clubs such as Home Club, and to attend whole-school church services. It is keen to gauge the opinions of parents and has started to seek their views about the development of the school through its own questionnaires, the results of which were reported in the governors' annual report. The school takes comments made by parents seriously and seeks to address concerns, such as the difficulty of collecting pupils at the end of the school day. Parent governors are enthusiastic and keen to strengthen further the home-school partnership by participating fully on the governing body and by representing the views of parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. At the last inspection in November 1997, there were serious weaknesses in important aspects of the leadership and management of the school. The last report clearly attributes many of the school's weaknesses to the then headteacher, in terms of leadership and management and in relation to the quality of teaching. The governing body at that time had too little involvement in the development of school policies and plans and did not carry these through to the implementation and evaluation stages to ensure their effectiveness.
47. It is very much to the credit of the two acting headteachers, the first of whom was from within the staff, and the present headteacher that the school has now established itself as a good and improving school that already has many very good features. In reaching this position they have been well supported by a governing body, revitalised through good leadership, which now fully meets all of its statutory responsibilities.
48. The present headteacher, who took up the post at the start of this school year, provides strong and effective leadership, directed firmly towards raising the levels of pupils' achievements and improving the quality of education that the school provides. In this he is

very well supported by a loyal, committed and very capable staff. Together they maintain an excellent ethos which supports both teaching and pupils' learning. The staff have high expectations of work and behaviour and promote these within a pleasant, caring working atmosphere. Leadership and management by the headteacher and key staff are now excellent.

49. The governing body is now active and well informed. The chair, like her predecessor, is a frequent and welcome visitor. She and other members of the governing body give unstintingly of their time and expertise in support of the school. The governing body now works very effectively through its team structure and has a clear role in shaping the future direction of the school.
50. The headteacher has introduced procedures for monitoring teaching and learning and he and the governing body are sharply focused on school improvement and forward planning with careful monitoring of progress towards goals. The headteacher's leadership of the curriculum review has contributed substantially to the overall improvement in this area.
51. The school is run efficiently and now provides good value for money. This is an enormous improvement since the last inspection when financial planning was said to be poor and this contributed to the school being judged to provide unsatisfactory value for money. Since then, financial planning has been made a priority for the school and it is now good.
52. The governors are clear about the priorities for school development and relate expenditure closely to identified educational developments, for example, the continued improvement of resources for information technology. They have a very clear understanding about the limitations of a village school budget and the impact that fluctuations in school roll have from year to year, particularly as this has resulted in an over-large class in Key Stage 1. Although the school does not carry forward large sums of money into the coming year, it is prudent in its spending in order to maintain some contingency so as to ensure that all staffing needs are met. Specific grants are used well; for example, the use of funding to provide additional administration time which allows the headteacher more time for his management role.
53. The governing body plays an active role and closely monitors expenditure through the finance team. Governors on this team are provided with very good information by the administrative officer, who is also a governor. This enables them to make considered decisions about spending and the priorities of the school. Meetings are very carefully minuted and all governors are kept well informed about decisions that are made when variations in the budget are necessary.
54. The school development plan establishes priorities and indicates the resources necessary to achieve outcomes, although the costings for these are not always as detailed as they could be, for example, the cost of staff time. Since the last inspection, governors have also improved their role in monitoring the effectiveness of spending decisions, for example, the decision to employ a specialist music teacher. Through its careful consideration when setting the budget, the clear vision that the school has for its long-term staffing needs and the involvement of all of the school community in its development, the school is applying the principles of best value very well.
55. Day-to-day financial procedures and school administration are very good. The administrative officer has clearly defined roles and responsibilities. She is both very effective and efficient in her role, allowing teachers to concentrate on teaching in the classroom. She gives very good support to the headteacher, who has a part-time teaching commitment, and contributes to the positive links between the school and its parents.

56. Although the financial procedures are very good, the school has not been audited since before the last inspection. This is not scheduled until next year even though the school has undergone changes in leadership and the introduction of computerised financial systems in the last three years.
57. Overall, the school has a satisfactory number of trained teachers and staff. However, the Key Stage 1 class exceeds the recommended limit of 30 pupils and, up to the time of the inspection, the school had not been successful in its bid for an additional teacher to support the class of 35 pupils*. Teachers have a range of experience and expertise, which enables them to teach all subjects of the curriculum, and there is individual expertise in literacy and training for the Additional Literacy Strategy. Classroom support staff provide valuable assistance to teachers and pupils and all staff work together very well. They support pupils well in class or during carefully focused withdrawal sessions for groups or for individual support.
58. Through the Investors in People programme, the school has formalised its good arrangements for appraisal and staff development, which includes support, administrative and caretaking staff. An action plan is in place to ensure that job descriptions, staff targets and arrangements for induction are properly established. Each member of staff has a personal professional development plan, which reflects their own priority for training.
59. Priorities for in-service training are closely matched to the development of the school, the needs of pupils and the professional development of the staff member. There is very good emphasis placed on the importance of training for classroom support staff who have attended training sessions on literacy and numeracy with others from the local small schools cluster. The headteacher is receiving good management training through the national programme. The school provides good placements for teachers in training and works closely with other teachers in the small schools cluster to improve staff expertise and school development. Overall, there has been good improvement in the area of staff development since the previous inspection.
60. Staff use new technology, such as word-processing and spreadsheet packages, well to support their management and teaching programmes. Office systems and the school's budget are now managed efficiently using computerised programmes for which the administrative officer has had training. Information technology resources have been improved since the last inspection with the installation of classroom computers for Key Stage 1 pupils and younger pupils in Key Stage 2 and a computer network in the classroom used by older pupils in Key Stage 2. The school makes good use of electronic mail and access to the internet to extend pupils' learning and to make school administration more efficient.
61. The school's accommodation is satisfactory. Since the last inspection, it has been much improved with the addition of a hall, improvement of the entrance area, and a reorganisation of rooms for administration and storage. Recent improvements have also been made to the 'middle room' to enable it to be used as a multi-purpose teaching and staff room area. The school building is attractive and provides good classroom space for two of the classes. The third is housed in a deteriorating, although well maintained, mobile classroom which does not have its own toilet facilities. The school provides good access for wheelchair users except for the mobile classroom, which is reached by steps.
62. The school has good outside grassed areas although the playground is small, especially when pupils are unable to use the field in wet weather. At present, there is no secure area for children who are under five; a weakness which has already been identified by the

* Since the inspection, the local education authority has agreed to provide the funds to employ an extra teacher for this class from September 2000.

school as a priority for improvement. The whole site is in a good state of repair and decoration. It is kept clean and well maintained by caretaking staff.

63. Overall, there are sufficient resources to support learning in most subjects, although resources for teaching mathematics need to be further improved. Resources are now well organised and properly stored in a separate area. Improvements have also been made to the library since the last inspection. It is now in a pleasant area in the school's entrance hall. It is accessible to all pupils and it is starting to be suitably stocked and better organised, with the assistance of volunteer parent helpers. At the last inspection, criticism was made of the provision for children who are under five, both in terms of accommodation and learning resources. These elements still require improvement, particularly the provision of large, outdoor wheeled toys to promote pupils' physical development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. To further improve the quality of education and raise standards, the headteacher, staff and governors should:
- make sure that all aspects of the National Curriculum information and communication technology programme of study are taught;
(see paragraphs 23, 124-129)
 - develop a planning framework in art and in design and technology which helps teachers to develop pupils' skills progressively from year to year;
(see paragraphs 29, 109-118)
 - make sure that staffing levels in the infant class comply with government guidance;
(see paragraph 57)
 - improve provision, particularly opportunities for outside play, for children in the Foundation Stage.
(see paragraphs 63, 65, 71)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4.6	22.7	59.1	13.6	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	82
Number of full-time pupils eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	12

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	6	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	7	6	7
	Girls	6	6	6
	Total	13	12	13
Percentage of pupils at NC Level 2 or above	School	100	92	100
	National	82	83	87
Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	7	6	7
	Girls	6	6	6
	Total	13	12	13
Percentage of pupils at NC Level 2 or above	School	100	92	100
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	9	16
National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	5	6	5
	Girls	5	6	6
	Total	10	12	11
Percentage of pupils at NC Level 4 or above	School	63	75	69
	National	70	69	78
Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	7	6	7
	Girls	7	8	8
	Total	14	14	15
Percentage of pupils at NC Level 4 or above	School	88	88	94
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
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)	3.6
Number of pupils per qualified teacher	22.8
Average class size	27.3

Education support staff: YR-Y6

Total number of education support staff	4
Total aggregate hours worked per week	83

Financial information

Financial year	1998/99
	£
Total income	181,589
Total expenditure	199,569
Expenditure per pupil	2,734
Balance brought forward from previous year	211,991
Balance carried forward to next year	4,011

Results of the survey of parents and carers

Questionnaire return rate 68%

Number of questionnaires sent out

79

Number of questionnaires returned

54

Percentage of responses in each category					
	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	33	4	0	2
My child is making good progress in school.	60	34	4	2	0
Behaviour in the school is good.	61	39	0	0	0
My child gets the right amount of work to do at home.	30	57	11	2	0
The teaching is good.	66	34	0	0	0
I am kept well informed about how my child is getting on.	46	39	13	2	0
I would feel comfortable about approaching the school with questions or a problem.	59	30	11	0	0
The school expects my child to work hard and achieve his or her best.	78	20	2	0	0
The school works closely with parents.	46	41	13	0	0
The school is well led and managed.	50	43	0	7	0
The school is helping my child become mature and responsible.	62	38	0	0	0
The school provides an interesting range of activities outside lessons.	50	39	7	0	4

Other issues raised by parents

Parents are pleased with the improvements made since the last inspection – the school is now “bursting with enthusiasm” and children thrive on it.

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

Areas of learning for children in the foundation stage

65. The curriculum for under-fives is based on the areas of learning and early learning goals, as recommended by government agencies. Children under five are accommodated in a class together with Key Stage 1 pupils, whose curriculum is planned using the subjects of the National Curriculum. This allows the teacher to make a smooth transition from areas of learning to National Curriculum subjects, which benefits most pupils. This is only made possible by the class teacher's experience, very hard work and detailed organisation. The class is large and diverse. At present, one teacher, supported by a classroom assistant, teaches 35 children, aged four to seven. Parent helpers give valuable assistance. The class occupies a spacious teaching area but has no designated outside play area for the under-fives. This places restrictions on the curriculum. Children under five have too little experience of regular, well planned outdoor play, which has an effect on the development of their creativity, physical development and language development.
66. The friendly and supportive atmosphere encourages children to settle down quickly, make friends and get ready to learn. The quality of teaching for pupils under five is good. Children enjoy the work planned for them and respond well, especially to structured play activities, where they are guided into learning through experience. Children's overall attainment by the age of five is above the national expectation, with some pupils reaching high standards for their age.
67. In personal and social development, five-year-olds reach standards that are above those expected for their age. Teaching and learning are good. Children respond well to adults and to other children. They are able to dress themselves, including changing for physical education sessions, with little help. They relate well to adults, enjoy playing alongside other children at desk-based activities and learn to share toys and equipment. Outdoor play is used too infrequently for it to make its full contribution to these personal skills. Children behave very well, although they become restless on some occasions when the teacher's explanations are directed more at older pupils. However, they often benefit from working alongside older pupils, who set good examples for them.
68. In language and literacy, five-year-olds achieve standards above those expected for their age. They respond well to the teaching, which is well planned and stimulatingly presented. Children work well alongside others, joining in their conversations. They reach good standards for their age in speaking and listening. Children enjoy listening to stories and respond well. By the age of five, most children can read and write their names. The teaching methods used for the National Literacy Strategy have a more beneficial effect on older children than on the younger ones, who sometimes find the work too hard.
69. In mathematics, children are taught well and make good progress with number work. By the age of five, they attain all round standards that are good for their age. They develop mathematical language such as symmetry and enjoy identifying symmetrical patterns in the local environment when they go for a guided walk. They recognise and extend simple patterns and know the names of some shapes, such as square and circle. Most children count confidently and accurately, taking their turn correctly when the class counts to 61. The children enjoy learning. They can repeat number songs and rhymes and some can count in two's with the rest of the class.
70. In knowledge and understanding of the world, five-year-olds reach standards that are higher than the national expectation. Teaching is of good quality and children acquire knowledge, understanding and skills at a good rate. They know they live in a village, that

Britain is an island, and they can recognise the shape of Britain on a simple map. Most children are developing an appropriate sense of time. They know the pattern of the day, and the days of the week. Children begin to use the computer and can work at an appropriate level by the age of five. Most five-year-olds have a good knowledge and understanding of the variety of life that lives in the sea, as well as a good knowledge of land plants – gained from experience of growing them.

71. In physical development, children reach the expected standard. Children learn well in physical education lessons. However, they have too little opportunity for structured outdoor play for it to make its full contribution to developing their abilities to control moving toys, such as tricycles, and large-scale construction apparatus. Nevertheless, they run and jump, and play with apparatus such as balls, with a reasonable level of skill. The teacher makes good use of opportunities, such as cutting, drawing and crayoning, for pupils to develop manual dexterity in classroom activities.
72. Children achieve good standards for their age in creative development. Teaching is tightly organised and children respond well to the adults who work with them. Children use a range of materials such as paint, playdough, paper, card and crayon to explore colour, shape, texture and space. They develop their imagination through music, play and the teacher's very well told stories and anecdotes.

English

National test results

73. In the national tests for seven-year-olds in 1999, pupils' performance in reading was above the national average. Their performance in writing was well above the national average. Taking the four years, 1996 to 1999, together, performance in reading was well above the national average, and in writing performance was also well above the national average. There was no significant difference between the results of boys and girls at the end of Key Stage 1. Standards were above average when compared with similar schools.
74. In the national tests for eleven-year-olds in 1999, pupils' performance was well above the national average. Taking together the National Curriculum test results, 1996 to 1999, pupils' performance was well above the national average. There was no significant difference between the standards reached by boys and girls at the end of Key Stage 2. Standards were well above average when compared with similar schools. The trend of rising attainment over the last four years is broadly in line with the national trend.

Standards and progress

75. Inspection evidence shows that attainment is above average at the end of both key stages. Pupils, including the few who have special educational needs, make satisfactory progress as they move through the school. The quality of their learning in the lessons observed during the inspection was mostly good and in all lessons pupils made good or very good progress.

Speaking and listening

76. At the end of Key Stage 1, pupils' attainment is well above national expectations in speaking and listening. The majority of pupils listen carefully to the teacher and to each other. They show understanding of the main points of what is being said, when talking about the seaside, for example, and express opinions about stories, for example 'Punch and Judy'. The majority of pupils can speak out confidently, and at length, when talking to the rest of the class, expressing their thoughts clearly. By the time the pupils reach the end of Year 2, they hold more extended conversations, providing detail for the listener and building on the listener's replies, for example when talking about their favourite books.

77. At the end of Key Stage 2, pupils' attainment is above the national expectation in speaking and listening. Pupils express themselves clearly in lessons and speak confidently. They are aware of the needs of the listener, adding detail as necessary, such as when talking about the work of an author. Pupils listen carefully and express their thoughts clearly. In a class discussion about the story *Baleen*, for example, they speculate out loud about the outcomes of characters' actions and make inferences about the author's intentions when choosing particular words or phrases. They make appropriate use of Standard English when speaking with adults and in formal situations, for example, when leading prayers in assembly.

Reading

78. At the end of Key Stage 1, the range of attainment in reading is above the national average. Pupils know how to go about reading new words, such as using their knowledge of letter sounds and blends, looking at pictures, and using the context of the story. They show interest in stories and rhymes and can talk about the main characters and sequence events in fairy stories, for example. They are developing a sound understanding of story structure. Pupils know the difference between fiction and non-fiction and use an index. They take books home every day to practise their reading. This has a positive effect on standards.
79. At the end of Key Stage 2, overall attainment in reading is above the national average. A good proportion of pupils read at a higher level. Pupils read a good range of texts with enthusiasm and talk readily about their favourite authors. Most show insight into, and make inferences about, characters' motivation and behaviour. They are developing a good understanding of genre and compare and contrast texts using elements such as style, theme, setting, and character. Most pupils use reference books and libraries to research information.

Writing

80. At the end of Key Stage 1, the range of pupils' attainment in writing is well in line with the national average. Pupils write stories and reports with a widening range of vocabulary. The higher attainers write in story style, using a widening range of vocabulary and choosing words for effect. They structure sentences correctly and arrange them in a logical sequence; their grammatical knowledge is secure. Lower attainers rely more on structured activities, such as work sheets, to help them. Pupils' attainment in spelling and punctuation is satisfactory. Their handwriting and presentation are generally immature.
81. At the end of Key Stage 2, the range of attainment in writing is well in line with the national average. The higher attaining pupils write with interest and verve, developing and sustaining their ideas well through the text. Pupils use punctuation correctly, such as speech marks, commas, question and exclamation marks, in lively story writing. Their poems are well constructed and expressive. Lower attaining pupils rely more on the teacher to help them structure and extend their writing. Pupils write in a wide range of forms in different subjects, such as charts and diagrams in science, note taking, writing instructions and report writing. Handwriting is satisfactory overall, with some good examples of fluent, well presented work. Standards of spelling are sound.

Teaching

82. The quality of teaching and learning is consistently good. Teachers have good knowledge and understanding of the subject and are thorough in their approach to teaching skills in reading and writing. Pupils in Key Stage 1, for example, are gaining a satisfactory practical understanding of letter sounds and blends, which they use in reading and spelling. Lesson planning is clear and in line with the National Literacy Strategy document. Learning objectives are appropriate for the age of the pupils. Most pupils are tackling work at the right level for their age, although some lower attaining pupils need support to cope with it.

83. Teachers plan interesting activities so that pupils work productively in independent group sessions. Pupils are interested and concentrate on their task. Teachers keep a brisk pace to their lessons so those pupils are involved and responsive. Teachers make good use of support staff to develop the skills of pupils getting extra help from the Additional Literacy Strategy. Pupils with special educational needs have effective support and make good progress. Teachers know their pupils well and understand their learning needs. They set appropriate targets to improve pupils' achievement and explain these to the pupils so that they know what they are learning and what they need to learn next. Teachers make good use of homework to reinforce pupils' learning and raise standards in reading.

Pupils and English

84. Pupils' attitudes to English are very good throughout the school. They enjoy the lessons and most are keen to take part in discussion about text, *Who looks after me?* in Key Stage 1, for example. In writing, crafting poems about *Fat Cat* in Years 3 and 4, for example, they are willing to help each other and appreciate each other's work. They work very well in independent group tasks. Pupils' behaviour in lessons is good, in response to teachers' good quality behaviour management. Pupils co-operate well during group sessions and take responsibility for their own learning. Pupils particularly enjoy joining in shared reading.

Other factors

85. The subject co-ordinator is very well qualified and the National Literacy Strategy is well established throughout the school. The planning and teaching of lessons have been monitored to make sure pupils are taught at the right level. Procedures for assessment are good. The attainment of each Individual pupil is tracked through the school to make sure they make enough progress. The curriculum is enriched by events such as an arts festival, involving a group of local schools. This features visiting writers, puppet theatre and workshops, to widen pupils' experience and improve their skills. Significant improvements in the provision for English are leading to improved achievement.

Mathematics

National test results

86. The results of the 1999 national tests at the end of Key Stage 1 indicate that attainment was well above the national average for all schools and above the national average for similar schools. Over the last four years, results have fluctuated, but the overall trend has been upwards. When the number of pupils in each year group is small, comparisons between years can be misleading.
87. The national test results for pupils at the end of Key Stage 2 in 1999 show that attainment was well above the national average for all schools and above the national average for similar schools. The upward trend of the school's results over the last four years closely matches the improvement nationally.

Standards and progress

88. At the time of the last inspection standards of attainment were judged to be above national expectations at the end of Key Stage 1 and in line with the national expectation at the end of Key Stage 2. Overall standards of attainment are now above the national average at the end of both key stages.
89. Pupils, including the few who have special educational needs, make satisfactory progress as they move through the school. The quality of their learning in all the lessons observed during the inspection was good or very good and in individual lessons pupils often make good progress.

90. When most pupils reach the age of five their attainment is above what is expected for their age. An examination of their books indicates that pupils make good progress through Key Stage 1. In particular lessons progress is sometimes very good, for example, when Year 1 pupils develop a good level of understanding of symmetry through practical work. Pupils from Year 2 working with either a floor robot or the computer equivalent also make very good progress in controlling its movements and understanding directions and distances.
91. The good progress and learning in Key Stage 1 is a direct result of the teacher's very good preparation and organisation, and the choice of activities that are appropriate to pupils at different stages. She also works very effectively with student teachers and classroom assistants to ensure that pupils get the focused support that they need from time to time. The lesson observed during the inspection was of excellent quality, with an emphasis on improvement for all. The teacher has very good relationships with the pupils and uses questions and praise particularly skilfully – communicating approval and enjoyment of their success in learning.
92. In the introductory part of this lesson, pupils of all ages counted to 61, recognised that 61 is bigger than 58 and that 61 is between 58 and 66. Higher attaining pupils volunteered the information that 61 seconds is one minute and one second and that 61 is an odd number.
93. All pupils in Key Stage 1 become confident and competent in number work. Standards in numeracy are above average. The student teacher and classroom assistant are very usefully engaged in assessment activities during the oral session, making notes of individual pupils' achievements. This is very good practice and helps the teacher to target subsequent questions and work appropriately.
94. Pupils in the Years 3 and 4 class demonstrate a satisfactory level of competence overall in mentally working out half of even numbers. Higher attaining pupils correctly calculate half of 920 and confidently explain their methods. Most pupils carry out subsequent practically based work on simple fractions, halves, quarters and eighths, correctly. The teacher provides work appropriately matched to pupils' learning needs and there is book-based work to consolidate the learning. The lesson is well planned and proceeds at a good pace.
95. Pupils in the Years 5 and 6 class extend their competence in calculations involving decimals in another well planned and presented lesson. In the introductory mental session, pupils offer different methods for working out $246 - 182$, showing good understanding of counting on, rounding and secure number bonds. Higher attaining pupils successfully tackle $1313 - 1178$. Everybody's learning is helped by the teacher's clear explanations and his good, well targeted questions around the class. This is also the case when the lesson moves on to the work with decimals. Work is well matched to the learning needs of different groups of pupils. Pupils with special educational needs make good progress in adding units and tenths as a result of the close supervision and support of the classroom assistant. Most pupils of average attainment succeed in carrying out short divisions correctly. Higher attaining pupils have good computational skills but have some difficulty translating real-life problems into numerical action. Overall attainment in this lesson is around the national expectation. Examination of pupils' work over the school year indicates that attainment across the mathematics curriculum is often above expectations.

Pupils and mathematics

96. Pupils throughout the school enjoy their mathematics lessons, responding well to the challenge posed by mental arithmetic and to opportunities for practical work. Because lessons are well planned and presented and teachers have high expectations of work and behaviour, pupils work hard and have a positive attitude to themselves as learners of mathematics.

Teaching

97. All of the mathematics teaching observed was of at least a good standard and the lesson observed in Key Stage 1 was of excellent quality. Important features of the teaching, which lead to pupils making good learning and progress in lessons, include:
- very good questioning to find out what pupils already know and to consolidate and extend their learning;
 - work which is well prepared for pupils of differing abilities;
 - high expectations of work and behaviour;
 - very good teamwork by adults and very good relationships with pupils;
 - good use of the beginning and end of lessons for mental work and to revise and consolidate learning.

Science

National test results

98. The results of the 1999 teacher assessments at the end of Key Stage 1 indicate that all pupils achieved the national standard and this is very high compared with the average for all schools. However, no pupils exceeded the national expectation by achieving the higher Level 3 and this is below average for all schools.
99. The national test results for pupils at the end of Key Stage 2 in 1999 show that attainment was above the national average both for all schools and for similar schools. Over the last four years results have fluctuated, partly due to the small number of pupils involved. The overall trend, however, has been upward and similar to the national picture.

Standards and progress

100. At the time of the last inspection, standards of attainment were judged to be in line with national expectations at the end of Key Stage 1 and below national expectations at the end of Key Stage 2. On the evidence of the lessons observed, examination of pupils' work and discussion with them, it is now judged that attainment is above the national average at the end of both key stages. Some of this improvement is directly due to better teaching and some to the adoption of a planning cycle that recognises that pupils stay for more than one year with each teacher.
101. All pupils, including the small number with special educational needs, make good progress as they move through the school. The growing proportion of pupils achieving the higher Level 5 at the end of Key Stage 2 supports this judgement. In all the lessons that were observed during the inspection the quality of learning was at least good.
102. Pupils in Years 1 and 2 show a good all round knowledge of living things, using language such as *habitat* correctly. The lesson was well prepared and organised with a strong focus on observation, investigation, discussion and recording. Pupils worked in carefully formed groups, with adult support, to discover what plants and creatures are living in different parts of the school grounds. The teacher promotes good attitudes towards science and the quality of learning and progress in this lesson is good.
103. Examination of pupils' written work throughout the school year shows that they have been taught the required parts of the science curriculum, wherever possible through

investigations. Pupils have developed a good scientific knowledge base and an understanding of the scientific method.

104. Pupils in Years 3 and 4 demonstrate above average knowledge and understanding of the properties of light and of natural and artificial sources. They talk confidently about *reflection*, *rainbows* and *sun safety* and debate whether *cats' eyes* are a source of light. Higher attaining pupils also produce extensive lists of light sources. The teacher very effectively encourages scientific discussion and encourages pupils to use the correct vocabulary and to speak in complete sentences. Literacy skills are often developed well through science work. In this lesson the quality of learning and progress made is very good.
105. Pupils in Years 5 and 6 approach practical work based on reversible and irreversible changes with great confidence and a good base of existing knowledge. The purpose of the well planned and organised lesson was to develop observational, explanation and recording skills and the overall quality of learning and progress was good. Higher attaining pupils explained clearly the different results of mixing flour and water or plaster of paris and water. Pupils of average ability suggested ways in which water vapour can be changed back into water and others talked about regaining salt from a solution. A strong feature of the pupils' attainment is their correct use of scientific language, for example *solvent* and *solute*.

Pupils and science

106. Pupils' enjoyment of science is evident throughout the school. They respond well to the enthusiasm of their teachers and their behaviour and attitude to work in lessons are very good. The pupils from Years 5 and 6, for example, are particularly responsible and careful when carrying out practical work. As they move through the school pupils take increasing pride in the way that they record their findings.

Teaching

107. The quality of teaching is never less than good. Teachers have good knowledge and understanding themselves and communicate enthusiasm for enquiry to their pupils. Other strong features of the teaching, contributing to overall good learning and progress, include:
- setting up interesting and appropriate practical investigations;
 - developing correct use of scientific language from the early years onwards;
 - a good progression in getting pupils to take more responsibility for their recording;
 - very good management of pupils;
 - good teamwork with classroom assistants and volunteer helpers so that groups of pupils have support when they need it.
108. As a result of good quality teaching and the resulting good behaviour and attitudes of the pupils, classrooms become pleasant and purposeful laboratories during science lessons.

Art

109. At the time of the last inspection, standards of attainment were judged to be good at the end of Key Stage 1 and satisfactory at the end of Key Stage 2. Progress was unsatisfactory.
110. Although only one lesson, in Key Stage 2, was observed, there was ample evidence around the school of pupils' art work related to the topics being studied in other areas of the curriculum. These included well observed birds accurately drawn with pastels by Key Stage 2 pupils following a visit.

111. In Key Stage 1, art is regularly and effectively used to illustrate and enhance learning in science, for example, in the garden centre, the life cycle of the sunflower, frogs and tadpoles. Pupils have produced colourful and attractive flowers using scrunched tissue paper and ladybirds made from pulped egg boxes. The attractive displays in the Key Stage 1 classroom are an important aspect of the atmosphere of the room.
112. The lesson observed in Key Stage 2 with pupils from Year 5 was a very good practical lesson with a focus on skill development, observation and working together on a large-scale project. The teacher had used his computer skills to good effect in obtaining information about David Hockney and reproductions of some of his works. There was a good initial discussion in which the teacher drew attention to important features of the work and set the task of creating a mixed-media response to it.
113. Pupils set to work with a will, one pair drawing the large-scale outline, others using a variety of painting and collage techniques to represent different sections. The teacher made many good interventions, drawing attention to details of the painting and demonstrating particular skills and techniques. This had a substantial effect on pupils' learning and progress, which were good.
114. Pupils clearly have a very positive attitude to their work in art and the Year 5 class responded very well to the teacher's firm control and use of praise. They appreciated the feedback which he gave them as to how they were doing and how they might make improvements. The right balance was struck in this lesson between direction and encouraging pupils to make decisions.
115. Art as a subject in its own right does not have as clear a place in teachers' planning as it used to. Although the co-ordinator and other teachers are committed to developing skills, the fact that there is no up-to-date clear statement of what pupils should know, understand and be able to do at any particular age hinders this. What is done is of good quality but three-dimensional work, for example, is not well represented. On the other hand, observational drawing is developed well and pupils do learn about the work of well-known artists. Overall standards of attainment are in line with what is expected of pupils their age, and progress is satisfactory throughout the school.

Design and technology

116. When the pupils leave the school their knowledge and understanding of the technology process is typical of that of 11-year-olds nationally. Pupils' work demonstrates expected levels of knowledge and skill. They design and make artefacts in card, plastic, fabric, food and wood, using a variety of techniques in shaping, joining, fastening and finishing. The younger pupils make puppets from a variety of materials, with varying degrees of complexity. Some are simple cut-out figures, with appliqué decoration to make them individual. Others are three-dimensional characters made from plastic pots, or felt glove puppets. These have materials such as wool, dolls' eyes, fabric, plastic and pipe cleaners joined on to them to represent hair, features, limbs and clothes. They are attractive and well finished. Younger pupils enjoy and benefit from opportunities to build with construction kits.
117. Older pupils design and make artefacts in wood, using mechanical devices such as cogs and wheels. They took part in a Millennium Design Challenge competition to design and make a Millennium Wheel. All the entries were of a good standard: one of them won first prize. Pupils are becoming more skilled in drawing designs as they develop their ability to translate two-dimensional drawings into three-dimensional models. Pupils who attend the Home Club have additional opportunities to work with food in making a variety of cakes and dishes.

118. Too little teaching was seen to make a judgement as to overall quality. Teachers' planning shows that tasks are chosen to complement other work happening at the time so pupils see a purpose for their design. The range of activities provided covers the curriculum requirements. The school has maintained a satisfactory provision for design and technology since the last inspection. However, there is no scheme of work that clearly identifies what skills, knowledge and understanding pupils should acquire in any one year group and build on subsequently. The school recognises the need to develop this.

History and Geography

119. By the time they leave the school at the age of 11, pupils reach standards in history and geography that are better than expected for their age.
120. In history, pupils learn about the lives of famous people in the past, such as Florence Nightingale, sequencing the main events in their lives. They know that historical information can be found from a variety of sources, such as books, CD-ROM and things that people left behind. Pupils have a well developed sense of their personal history in the local community. Through their study of geography, both in the locality and in contrasting areas, they know that people and places change over time. Pupils have a well established understanding of chronology and learn to sequence events in the past, such as changes that have taken place in society since the Second World War.
121. In geography, pupils have a good understanding of maps and plans and use keys. They understand concepts such as climate and the effects this has on the landscape. They know that climatic conditions vary in different parts of the world and have a good idea of the position of the British Isles on the globe. Pupils develop an awareness of the geographical features of their own locality and know which have been created by people. They become aware of differences between their own locality and countries in other part of the world, drawing on their experience of holidays. They relate this understanding to differences in climate. Pupils compare and contrast this country and with other countries, such as India. They understand that there are differences in climate, physical features of the landscape, and differences in people's culture, lifestyle and religion.
122. The quality of teaching and learning is good in both key stages, capturing pupils' imagination and keeping them involved. Teachers plan interesting activities and use a wide range of attractive resources to bring the subjects alive, such as a 60-year-old set of Punch and Judy puppets for a topic on the seaside. Pupils are well motivated and work well both independently and in groups. Teachers support pupils with special educational needs well. Lessons are effectively organised so that all pupils develop a good range of knowledge and understanding. For example, a lesson about India involved pupils researching the background to a set of photographs. This was organised in such a way as to challenge pupils' preconceived ideas at the same time as developing their knowledge of the diversity of human society.
123. The very good relationships that teachers build with pupils ensures they become involved in the lessons, are willing to show interest, express ideas and are keen to answer questions. Most pupils work well in pairs or small groups supporting each other in activities. They have a positive attitude and genuine interest in the subjects. Pupils are confident to talk at length about what they have learned and give detailed accounts of aspects of the subjects that have caught their interest. Teachers make good use of discussion to develop understanding but do not always take opportunities to develop writing.

124. Cross-curricular links are used well, involving other subjects as well as history and geography. For example, pupils in upper Key Stage 2 have each designed a web site on the subject of their topic, 'Britain since 1948'. They carried this out competently. Provision for history and geography has improved well since the last inspection. Schemes of work and a carefully thought out cycle of planning ensure pupils make good progress.

Information and communication technology

125. The attainment of seven-year-olds is in line with the national expectation. Pupils write short pieces of text, spelling lists for example. They know how this can be saved and retrieved. Pupils use a graphics program effectively to create pictures and patterns, and to illustrate their work. They know that the floor robot can be controlled by programming and learn how to control it using simple programs. They learn to play adventure games and to represent information in graphic form, such as bar charts. They have some general knowledge and understanding of the use of technology such as tape recorders, videos and the internet. Their progress is good.
126. The attainment of 11-year-olds is below that expected for their age in some aspects of the subject. This is largely because recent improvements in teaching and provision have not had time to work through the school. Pupils' word-processing skills are satisfactory. They produce pieces of writing, such as letters, poems and stories, using different fonts and sizes of text. They save, retrieve and redraft their work and illustrate it using clip art. Their knowledge and understanding of using data handling programs is underdeveloped. Pupils can research information from a CD-ROM encyclopaedia, for example, but have no experience of creating their own multimedia presentation.
127. Pupils know about the internet and understand it is a worldwide source of information. They are competent in designing their own web pages and creating links between them. They demonstrate a sound knowledge and understanding of the use of technology in the real world, such as video recorders, play stations and electronic mail. However, pupils' knowledge and understanding of control technology is limited. They understand two-dimensional control, such as using directions in adventure programs, but have too limited experience of other aspects of control, using a computer-controlled sensor to measure and record temperature, for example.
128. Pupils enjoy the subject and are keen to learn. They behave well, take turns and help each other. Pupils are interested in their work and concentrate for a good length of time. This contributes well to their personal development.
129. As very little teaching of the subject was seen during the inspection, it was not possible to make a judgement on the quality of teaching. Teachers are aware of equality of opportunity and make sure that all boys and girls, including those with special educational needs, have a fair turn. Recent training has made teachers more knowledgeable and confident in the subject, and this is having a positive impact on raising standards of attainment throughout the school. The small amount of teaching seen was effective, with good, clear explanations and the right amount of support to help pupils learn at a good pace. Planning for computer programs to be used in other subjects varies from teacher to teacher and subject to subject and is generally underdeveloped. Nevertheless, pupils' learning has improved significantly since the last inspection and this is resulting in better standards of attainment.
130. The school has made very good improvement in provision for the subject since the last inspection. The government guidance for a scheme of work is followed to help teachers pitch the work at the right level. Parents take an interest in the subject and give valuable

support to the school in building up resources and keeping them in good order. Pupils have access to the local schools' Intranet to support their learning.

Music

131. The school has maintained its satisfactory standards in music since the last inspection. Pupils' achievements in singing, composing music and in listening and appraising are typical of those expected for their ages. Music was observed in a small number of lessons and pupils sang in the daily acts of collective worship. In addition, the lunchtime recorder club was visited and the visiting specialist teacher's planning was examined. The planning shows that the class music is closely linked with the school's programme of concerts and services.
132. Pupils sing well from memory and develop a good repertoire of songs and hymns in both key stages. The school has a good range of instruments, including keyboards, and pupils benefit from well planned opportunities for composing and performing. Musical learning is sometimes planned into the topics through which parts of the curriculum are taught. The present Years 3 and 4 class, for example, have been learning Indian rhythms as part of their geography topic. Pupils in the Years 5 and 6 class have composed music using a computer program.
133. During the inspection the pupils in Years 5 and 6 were also learning about Indian music. In particular they successfully explored *ragas* and improvisation using keyboards, tuned percussion and a piano. The teacher helps pupils to make sense of the raga they listen to and skilfully introduces the idea of improvisation. Follow-up composition tasks are well planned but the lack of a whiteboard in the hall and the fact that pupils have just come from a physical education lesson means that progress is only satisfactory.
134. Pupils from Year 2 make good progress and show a good level of attainment in a well taught lesson focused on texture and graphic notation. The lesson is well planned and suitably challenging for all pupils. Pupils make evident progress in terms of the use of graphic symbols and show that they understand the idea of *thick* and *thin* texture. The overall quality of learning and the response and attitude of the pupils are good.
135. The teacher's planning shows that the younger pupils in the school explore how they can use everyday classroom objects to create sound effects. They respond to graphic notation and start/stop signals and will evaluate their group performances, which are recorded for that purpose. Pupils in the Years 3 and 4 class learn how to use their voices to produce varied sound qualities and build up a vocal composition on the theme of machine sounds. In particular the lesson is planned to develop the use of ostinato.
136. The teacher's specialist knowledge is put to good use by the school and because she teaches all the classes there is good progression in learning and the work is well matched to pupils' abilities. Pupils of all abilities, including those with special educational needs, make progress which is at least satisfactory over time and is good in some individual lessons. The overall quality of teaching is good.
137. The lunchtime orchestra and recorder club add another important dimension to the provision. There is a good balance struck between specific skill development and the experience and enjoyment of playing together.

Physical education

138. On the evidence of the work seen and discussions with staff and pupils, attainment is in line with what is expected for this age group. All pupils make at least satisfactory progress

and there is evidence of good attainment in aspects of the curriculum. Most pupils achieve the target of being able to swim 25 metres unaided before they leave. Pupils also achieve success in cross-country running and benefit from competition with other small schools.

139. Physical education has an important place in the school's curriculum. The new school hall and the progressive building up of good quality resources are contributing to raising standards beyond what they were at the time of the last inspection.
140. The overall quality of teaching is good. All staff have undertaken additional training and plan lessons effectively. The teacher of the mixed-age Years R, 1 and 2 class, groups pupils very carefully according to capability rather than just age. The catching, throwing, rolling, controlling and dribbling ball activities are appropriate, varied and achievable. She employs a very good mix of individual activities and of the whole class doing the same thing. Continuous assessment, often undertaken by the student teacher and classroom assistants as well as by the teacher, is done well and contributes a lot to making sure that all pupils make progress. Pupils of all ages and abilities confidently tackle the various tasks and show their enjoyment at success when they use the apparatus. Their levels of control and co-ordination are in line with what is expected for their age.
141. Pupils from the mixed-age Years 5 and 6 class enjoy well organised games of rounders on the school field. They show that they understand and follow the rules and demonstrate the expected range of catching, throwing and striking ability. These and other pupils benefit from the very good range of extra-curricular activities, including cricket, football and netball, run by staff. Residential experiences offer the chance to try rock climbing and other activities and make a very good contribution to pupils' social and personal development.

Religious education

142. Pupils demonstrate attainment that exceeds the expectations of the locally agreed syllabus and they make good progress. This judgement represents an improvement since the last inspection and is based on a small number of observations of lessons and assemblies with a strong teaching focus, as well as on conversations with staff and pupils.
143. The school maintains a very strong link between its religious education and its collective worship. The whole school, with parents and members of the community, visit the church for an act of collective worship once a month. During the inspection such an opportunity was well taken to follow the theme of *special books* by reminding pupils of the story of *Noah's Ark*. The lively and interesting presentation was appropriate for pupils of all ages and was well placed within a very pleasant community occasion. Pupils sang well, obviously benefiting from a live piano accompaniment. In addition, a pupil from Year 4 played the school in and out of the church with confidence and flair.
144. In acts of collective worship teachers go to a lot of trouble to bring in and talk about interesting personal *special books*. Pupils respond well to this, showing interest and willingness to answer questions. The overall attitude to the subject is good.
145. Pupils from the Years 3 and 4 class show that they know how to behave respectfully when they visit the church as part of a lesson. They recognise that they are in a special place and an important part of the church (the choir). They recognise that the stained glass windows have meanings and that they portray important biblical events. Pupils also know that people can learn about the events from the windows and that they are memorials. The teacher effectively establishes an appropriate atmosphere of reverence through reading a short poem and shows appropriate behaviour by example. The pupils are at home in church and know that it is an important part of people's lives. The subject is well taught

and makes an important contribution to pupils' spiritual and cultural development and to the ethos of the school.