

INSPECTION REPORT

BEEFORD C OF E (VC) PRIMARY SCHOOL

Beeford, Driffield

LEA area: East Riding of Yorkshire

Unique reference number: 117969

Headteacher: Miss E. Oldham

Reporting inspector: Mrs J. Clarke

25509

Dates of inspection: 16th – 18th September 2002

Inspection number: 247839

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Main Street Beeford Driffield East Yorkshire
Postcode:	YO25 8AY
Telephone number:	01262 488444
Fax number:	01262 488444
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs H Winterbottom
Date of previous inspection:	9 th February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25509	Mrs J Clarke	Registered inspector	<p>English</p> <p>Art and design</p> <p>Geography</p> <p>History</p> <p>Music</p> <p>Religious education</p> <p>Areas of learning for children in the Foundation Stage</p> <p>Provision for pupils with English as an additional language</p>	<p>Information about the school</p> <p>The school's results and achievements</p> <p>How well are pupils taught?</p> <p>How well the school is led and managed?</p> <p>What should the school do to improve further?</p>
9039	Mr B Eyre	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
22831	Mr C Lewis	Team inspector	<p>Mathematics</p> <p>Science</p> <p>Information and communication technology</p> <p>Design and technology</p> <p>Physical education</p> <p>Provision for pupils with special educational needs</p> <p>Educational Inclusion</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>

The inspection contractor was:

Power House Inspections

“Grasshoppers”
1 Anglesey Close
Chasetown
Burntwood
Staffordshire
WS7 8XA

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Beeford Voluntary Controlled Church of England Primary school is in the centre of the growing rural village of Beeford. It is smaller than most primary schools, having 78 pupils (41boys and 37girls) aged five to eleven. The numbers of pupils in each year group varies significantly with some years having 16 pupils whilst there are at present three children in the reception group. The numbers of pupils in the school is growing. At the time of the last inspection there were 65 pupils in the school. The children start school in the term in which they become five, most have attended the local playgroup and the peripatetic nursery. The nursery holds two sessions a week in the school. The attainment of the children on entry to school meets the levels expected for children of this age. At present five per cent of pupils are eligible for free school meals, which is below average. The school has six pupils with special educational needs, which is below average; most of these pupils need help with their English work. The vast majority of pupils are of white ethnic origin and all come from homes where English is spoken. A significant number of pupils, 10 per cent, join the school at times other than in the reception class.

HOW GOOD THE SCHOOL IS

This is an effective school where pupils achieve well. Standards are above average in English and mathematics and above the levels expected in art and design by the end of Year 2 and Year 6. Teaching and learning are good throughout the school. There is good leadership by the headteacher, who is supported effectively by the staff. Although the school has a high carry forward of its' budget the school provides good value for money.

What the school does well

- Teaching is consistently good throughout the school and as a result the pupils achieve well and attain above average results in English, mathematics and art and design.
- Pupils behave very well, work hard and have very good attitudes to their tasks; as a result the pupils achieve well.
- The school is well led and managed by the headteacher. The staff work together effectively as a team and have a clear commitment to helping all pupils to make good progress.
- There is very good provision in the school to help the pupils to work together, care for one another and help each other. In this way the school provides a secure, calm working environment for the pupils.
- The school has very good relationships with the parents and the wider village community.

What could be improved

- Standards in science throughout the school.
- Standards in information and communication technology (ICT) by the end of Year 6 and the use of ICT in other curriculum areas.
- The provision for the reception children to use the outdoor environment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has responded positively to the last inspection in February 1998 and has made good progress in addressing the issues raised for improvement. The quality of teaching and learning has improved and standards in English, mathematics, geography, history and art and design have risen. The school has made good improvements to the curriculum. Good improvements in checking pupil progress has meant that teachers keep a careful check on the progress the pupils are making. The teachers have made very good improvements in the day to day taking stock of what pupils have learnt in lessons; this is now a very effective part

of the work of the school. The school has made very good improvements to the spiritual and cultural developments of the pupils and as a result the pupils are well prepared to live in a culturally diverse society and are given many opportunities to think and reflect about their learning. In addition the role of the governing body has been strengthened and is now satisfactory. The leadership of the school has effectively led the school forward by building on the secure position seen in the last inspection and it is well placed to continue to further improve.

STANDARDS

Beeford Church of England Primary school is a small rural school whose numbers vary from year group to year group. It is inadvisable therefore to place too much emphasis on one year's results in the weighing up of the schools' overall achievements. Statistical analysis of data and comparison of results year on year is very difficult in groups that are so small. There were seven pupils in Year 6 and 14 pupils in Year 2 who took the national tests in 2001. The Year 6 pupils achieved above average results in English and mathematics and well below average results in science. In the National Curriculum tests and tasks in Year 2, the pupils' attainment in reading and mathematics was above average. Standards in writing were high whilst standards in science were below average. In Year 6 in the 2001 National Curriculum tests pupils' attainment in English and mathematics were above average and in science well below average. Examination of the school's trend in attainment over time indicates that the school is broadly in line with the national trend. The school's targets are realistic, set with high expectations of the pupils.

In 2002, Year 2 pupils have not done quite so well as the pupils did the year before in 2001. In Year 6, the unconfirmed results for 2002 show some improvement in English and in science over the previous year; in mathematics, standards have fallen slightly.

Based on the work and lessons seen during the inspection standards in English and mathematics are above average for Years 2 and 6, while for science they are average. The staff have recognised that it has work to do to further improve standards in science. In art and design standards are above the levels expected by the end of Years 2 and 6. Standards in ICT are below the levels expected for pupils by the end of Year 6. In all other subjects standards are at the levels expected by the end of Years 2 and 6. During their time in the school pupils achieve well and make good progress in most aspects of their learning. This is the result of good teaching and the development of very good attitudes to work.

On entry to the school the children's attainments meet the levels expected for children of this age in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world and physical and creative development. It is likely that most children in the reception class will reach the levels expected of them before they start the National Curriculum at the beginning of Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen to come to school and are prepared to work very hard in lessons. They show very good interest in their lessons and work happily together.
Behaviour, in and out of classrooms	Very good. Behaviour in and around the school is very good. In lessons the pupils' very good behaviour means that no time is lost and they try hard and learn well. There have never been any pupils excluded from the school.
Personal development and relationships	Good. Relationships between pupils and between pupils and adults in the school are good. The pupils develop a clear sense of ownership. The school promotes good relations between people of different racial groups.
Attendance	Good. Pupils like coming to school and so they attend well. Pupils are punctual and lessons start on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching and learning is good overall throughout the school. There was no unsatisfactory teaching observed during the inspection. Overall the good teaching in the school enables the pupils to learn and achieve well. The teaching of literacy in English lessons and numeracy in mathematics lessons is good. The teachers plan their work closely to the National strategies and this is an effective feature of their work. The pupils have many opportunities to develop their literacy and numeracy skills in other subject areas. Teachers plan their lessons well and cater for the mixed age groups in their classes and the wide range of abilities well. Pupils with special educational needs are well planned for in lessons. They have good help from their teachers and as a result they achieve well. Pupils who start part way through their schooling are helped to settle quickly and they achieve well. Teachers ensure that all are challenged in lessons and all achieve well. The evidence for this is to be seen in the high standards in the English and mathematics national test results.

A major strength is the high expectations the teachers have of the pupils. The teachers expect the pupils to work very hard and they respond very well to this expectation. The high standard in the presentation of the pupils' work reflects this high level of expectation. The teachers set a very high standard of behaviour and as a result they do not have to waste time in lessons managing pupil behaviour. The pupils listen carefully set to their tasks with a will and achieve a commendable amount of work in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good and fully meets statutory requirements. The curriculum is enhanced by a range of visits and visitors to the school, which add to the lessons and bring the areas being studied to life. At present the children in the reception year do not have regular access to learning through play in the outdoor environment.
Provision for pupils with special educational needs	Good. Arrangements for identifying and supporting pupils with special educational needs are good. The school is successful in ensuring that pupils with special educational needs are part of every aspect of the school's life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The pupils are well prepared to become constructive and useful citizens in the community. Their moral and social development is very good and the pupils are encouraged to work together co-operatively and to take their responsibilities seriously.
How well the school cares for its pupils	Good. The school takes good care of the pupils. The school has good procedures for Child Protection and Health and Safety and as a result it is a safe place in which to learn. The teachers have good formal and informal procedures for checking the pupils' progress and this helps the pupils to improve their work.
How well does the school work in partnership with parents	Very good. There is an "open door" policy and at the beginning and end of the day parents talk purposefully to the teachers. The school plays an active part in the busy village community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides good leadership for the school. She has a clear vision for the further development of the school. The management of the school is effective. There is a strong commitment by all staff to provide the best for the pupils.
How well the governors fulfil their responsibilities	Satisfactory. Governors are supportive of the school and fulfil their statutory duties. They are beginning to be more actively involved in the school and understanding its strengths and weaknesses. Not all the governors have yet become familiar with the ways of working out for themselves just how good the school is and where it needs to improve. Training has been arranged so that they will be able to do this.
The school's evaluation of its performance	Satisfactory. The school carefully tracks the progress that pupils make and sets challenging targets for their work. The school compares itself to other schools and takes a range of views into account when it seeks to bring about change.
The strategic use of resources	Satisfactory. The school has a carry forward of over 25 per cent of its budget. The governors wish to ensure they can continue to afford three class teachers when pupil numbers in some year groups are so small. Learning resources are good overall, although there are some deficiencies in the numbers of computers in school. The accommodation

	is satisfactory; it is well maintained and kept to a high standard of cleanliness. The school seeks to gain good value for money in all its decisions when purchasing goods and services.
--	---

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The approachability of the staff.• The very good attitudes the school encourages in the pupils.• The way the school joins in with community activities• The many chances the parents have to talk about their child's work.	<ul style="list-style-type: none">• The consistency of the provision of homework.• Some parents consider there are not enough extra curricular activities.• The skills of the pupils in the use of ICT.

The inspection team agrees with all the parents' positive comments. The amount of work the school expects the pupils to do at home is satisfactory. Although the school does not run clubs for the pupils after school there are a satisfactory number of educational visits organised by the school to enrich the curriculum. The inspection team judge that the standards pupils achieve in ICT at the end of Year 6 is below the levels expected of pupils of their age and in this respect they agree with the views of the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start school in the term in which they become five. The numbers of children who start each term varies widely resulting in some year groups of 16 pupils whilst others have as few as seven. This wide variation makes statistical analysis unreliable and does not always give a clear statistical picture of the school's results. Overall the children start school with attainment that meets the levels expected for children of this age. Those children who start school after Easter only have one term in the reception year, the school is active in helping them to settle quickly and make good progress. They are also given additional help in Year 1 so that they quickly gain in confidence and catch up to their peers. As they move through the school the pupils make consistently good progress and as a result they achieve well, regardless of their background or ability. A significant number of pupils join the school at a time other than the reception year and they are helped to fit into the school quickly, so that they are not disadvantaged by their move. The pupils across the school achieve well and make good gains in their learning.

Reception children

2. The children in the reception year are taught in the infant class. When they start school they are given an initial test to check their levels of attainment. The children start school with levels of attainment expected for children of this age in all areas of learning. They achieve well in the reception year as the result of good teaching and a good curriculum, which interests the children. Consequently by the time they have completed the reception year most are likely to achieve at the levels expected of children of their age. This is borne out by the end of year checks of their ability.

Years 1 and 2

3. Results in the Year 2001 national tests and tasks for the pupils in Year 2 (14 pupils), show that standards in reading and mathematics were above average whilst standards in writing were high. When compared with similar schools standards in reading and mathematics were average and in writing they were above average. In science, teacher assessments show standards were below average in 2001. Indications are that results in the 2002 national tests and tasks will not be quite as good in the national and similar school context.

4. Inspection findings show that for the current group of pupils in Year 2, standards in English and mathematics are above average whilst standards in science are average. Standards in English and mathematics have improved since the last inspection when they were average but standards in science have remained the same. The improvement of standards in English and mathematics is due to the successful implementation of the National Strategies. The standards in reading are particularly strong and this is the result of the good strategies used to teach reading and the quality of the reading books provided for the pupils. Further improvement in science standards is an area identified by the school.

5. Standards in art and design are above the levels expected, which is an improvement since the last inspection. This is the result of good teaching and the careful progression of skills. Standards in ICT, design and technology, music, physical education and religious education are at the levels expected for Year 2 pupils and remain the same as they were in the last inspection. Standards in geography and history are now at the levels expected and this is an improvement since the last inspection.

Years 3 to 6

6. The results for the seven pupils in Year 6 who took the national tests in 2001 for English and mathematics were above average when compared with all schools nationally. In science they were well below average, the science results have been the weakest test results for the last two years. However because of the small size of the cohorts in the school it must be recognised that in this group there was only one pupil who did not achieve at the expected level for pupils in Year 6. Indications are that in the 2002 tests results of which are yet unconfirmed with no national data published, the pupils will achieve high results in English, average results in mathematics and well below average results in science. Inspection evidence shows that standards in the current Year 6 are above average in English and mathematics and average in science. Science is a focus for school improvement and it can be seen, and inspectors judge, that standards are rising throughout the school but are not yet at the levels seen in English and mathematics.

7. Standards in art and design are above the levels expected. In ICT they are below the levels expected. Standards in design and technology, history, music, physical education and religious education are at the levels expected for pupils in Year 6 which is a similar position to that at the time of the last inspection. In geography standards are now at the levels expected which is an improved position from the time of the last inspection.

Across the school

8. There is no significant difference between the attainment of boys and girls. In some year groups there are more boys than girls and in others it is the other way round and this can distort figures. Overall the inspection finds that all pupils achieve well. However the school does monitor this situation and is active in purchasing materials, which will support both sexes. For example, there are many non-fiction books in school, which appeal particularly to the boys.

9. Pupils with special educational needs achieve well. This is because they are identified quickly and individual education plans are used by the classteachers to focus their help in the classroom. Extra support is given to these pupils once a week by the classroom support assistant, who visits the school for this purpose.

10. The school sets itself challenging targets and strives to achieve them. They look carefully at the potential for each pupil and work hard to match it. All staff are committed to raising standards and seek continually to improve their work to bring this about.

Pupils' attitudes, values and personal development

11. The attitudes of the pupils to the school and their behaviour are very good and this is a significant strength in helping pupils learn effectively. Their personal development and relationships have all been maintained at the same high level as was last reported. Attendance has been improved and this is now good. The school is a happy and harmonious place; teamwork, mutual respect and endeavour are evident throughout the day. Pupils new to the school are quickly made to fit in by the other pupils in the class. The pupils are inquisitive and helpful and discussions with them confirm that they have a sound understanding of the school's routines and they feel that they are fair. They enjoy talking about the work they do in the classroom and are able to explain in some detail the purpose of the visits they undertake.

12. Standards of behaviour are very good and as a result the pupils make the most of their lessons and learn well. There are simple but effective classroom rules. Behaviour management policy contains the right balance of rules and guidance; occasional shortcomings are addressed swiftly and in a supportive manner. Parents believe that the

behaviour of the pupils is good and inspection evidence confirms this to be true. There have never been any exclusions.

13. Pupils' good personal development is secured by the high level of interest and support all adults give to the personal interests of the pupils. The school is aware that its profile in the local community requires it to be alert to the interest of each individual and to help them to overcome emotional difficulties including being sensitive to individual family circumstances. These matters are addressed with appropriate discretion. The school has a policy for racial equality and is active in encouraging the pupils to develop a good understanding of different cultures and faiths. This helps the pupils to become effective citizens. This work is supported by the opportunities pupils have to assist in the running of the school where the pupils respond well to the trust their teachers display. The school is a tidy and well cared for place, reflecting well the sense of ownership the pupils develop during the time they are in the school. There is no graffiti or litter, and parents say that their children enjoy what the school has to offer because they attend regularly and this results in more effective learning throughout the school.

14. Attendance is good and for many pupils it is very good. There is no problem with punctuality, the school day runs like clockwork. The unauthorised absence figure is a little on the high side; this has arisen solely because the school correctly records extended periods of absence for holidays as being unauthorised.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching and learning throughout the school is consistently good and a significant strength in ensuring good progress. In all lessons teaching was at least satisfactory. In 86 per cent of lessons observed teaching was good or better. In 19 per cent of these lessons teaching was very good. There were no unsatisfactory lessons observed during the inspection. This is an improvement since the last inspection where overall the teaching in the school was judged to be satisfactory

16. The quality of teaching in each of the three classes was good overall. The result of this good teaching is seen in the good quality of learning and achievement throughout the school. The staff work very well together and because of the similarities in styles of teaching and the consistent and stretching use of open questioning, teaching is effective and the pupils make good progress

17. Throughout the school the teaching of literacy in English lessons and numeracy in mathematics lesson is good. The teachers have been effective in introducing both of these government strategies and the results can clearly be seen in the standards achieved by the pupils. The teachers have made good use of time during the school day to promote reading. Interesting fiction and non-fiction books have engaged the pupils and this has also had a positive impact upon standards. Numeracy lessons have a brisk pace and the pupils work with such enthusiasm and application that they complete a lot of work.

18. The teaching of literacy and numeracy is effective in supporting learning in other curriculum areas. For example, in history lessons the pupils have the opportunity to use time lines to fix the period of history they are studying in their minds. They use their literacy skills in compiling notes and relevant questions.

19. Throughout the school the teachers have worked hard to improve their teaching since the last inspection. All the teachers have observed each other and recognised common strengths in their teaching. They have looked carefully at the way they teach to see what is particularly effective in ensuring the pupils learn well. This has had a positive impact on the

quality of teaching in the school and leads to a cohesive approach. At present the teachers are looking at their teaching of science, which is at present satisfactory, to bring about further improvements, in order to raise standards.

20. The special educational needs co-ordinator liaises well with teachers and the governor for special educational needs. Teachers are all aware of the specific targets for pupils and in the best cases, make references to these in their medium and short-term planning. Pupils with special educational needs are totally integrated into the school community.

21. The teaching of the children in the reception year is good. The teacher has a clear understanding of the needs of young children and has an enthusiastic and supportive approach to their work. Careful planning ensures that she is able to deliver the relevant curriculum for these young children whilst also planning for the Years 1 and 2 pupils who are in the class. The needs of the children are carefully planned for and learning through play and investigation is a key feature to their work. The outdoor environment is underused as the classteacher does not have access to additional adult help and this limits her ability to supervise the children as they work outside.

22. Teachers have good knowledge and understanding of many of the subjects they teach. They use the correct technical terms and appropriate subject based specific language to develop pupils' knowledge and understanding of each subject. This was particularly evident in English, mathematics and science, where technical language is used accurately. However the teachers do lack expertise in the teaching of some skills in ICT. Although the staff have had their government training they recognise that they lack expertise in some areas of this complex subject. In science the teachers sometimes over direct the pupils' learning and this means that they do not plan their own work or evaluate what has happened in their experiment.

23. Teachers' planning is good. They plan carefully and ensure that lessons build securely on what has gone before. They recognise when they need to amend their work and change their plans to accommodate the learning taking place. The teachers know the pupils well and place a significant level of demand upon the pupils to ensure that they learn well. The teachers always share the learning objectives of the lesson with the pupils so that they are clear what it is they are learning and as a result they concentrate hard and progress well. Planning takes good account of all the levels of attainment in the classes, so that all are appropriately stretched. Those pupils who come to this school part way through their primary schooling are given good help to settle. The teachers work hard to ensure that they quickly check the pupils' abilities so that they can accurately match their work to their needs. In this way they settle quickly and soon become part of the school.

24. Teachers' expectations of the pupils' and their work is very good. All staff have very high expectations that the pupils listen carefully, behave well and work very hard. The pupils live up to these high expectations and the tremendous application shown by all the pupils, especially the older pupils, is commendable. The teachers praise and encourage the pupils to do their best. As a consequence the pupils are fully involved in all sessions, they work at a good pace and complete a significant amount of work. Presentation of work is consistently very good. The pupils and staff have a good relationship with one another and this adds significantly to the quality of the work that the pupils produce and the way in which they learn. The pupils feel their input is valued and this helps the pupils to achieve in many ways, aiding their personal development.

25. Teachers organise their lessons well and use techniques and groupings that enable the pupils to learn well and at a good pace. In some lessons in the infant class the older pupils work alongside the younger pupils guiding and helping them with their work. This is particularly effective in developing the older pupils' social development. The older pupils in Years 5 and 6 work in groups and take responsibility for organising their own learning, for example, as they researched into different aspects of Tudor life. At the end of lessons the pupils generally evaluate their learning and consider how they might improve their work. This was seen in an art and design lesson where the pupils looked at each others work at the end of the lesson to gather ideas and impressions of how others had approached the task and how they might improve their own work

26. The management of the pupils throughout the school is very good. The pupils work in a busy and interested manner. The management of pupils is consistently developed throughout the school with the good behaviour being a reflection of the good relationships within the school. Classteachers work hard to engage, challenge and intrigue the pupils in their work and this enables the pupils to learn well. Lessons are well organised. Time and resources are used effectively to keep all the pupils on task. Lessons move along at an appropriate pace, but there is time for the pupils to consolidate their work and think about the tasks the teachers have set. Resources are used well to support learning in the classrooms.

27. The quality of the day-to-day checking of pupils' work is good. The teachers monitor the pupils' work well in class giving support and advice, as needed. They are effective in this as they know the pupils well and have a clear picture of their needs and next steps in learning. The teachers check the learning that has taken place in their lessons and use this information to inform their future work. This was seen in the Year 5 and 6 class where time was spent consolidating learning from a previous lesson. The teachers mark the pupils' work in a supportive manner, and there is some indication to enable the pupils to see what they must do next to improve further. The teachers check the pupils understanding when they ask the pupils questions and so the teachers gain good insights into the pupils' levels of understanding. This also enables the teachers to develop the pupils' speaking skills. Homework is provided satisfactorily overall, with pupils reading and learning spellings at home.

28. Pupils throughout the school are keen and interested in their lessons. They are eager learners who enjoy coming to school and are stimulated by the interesting lessons provided by the teachers. The pupils work hard during lessons. Higher attaining pupils are appropriately stretched and challenged in their work and pupils who find learning difficult are given good help and guidance. The pupils who attain at the expected levels are given tasks to stretch their thinking. Throughout the school the pupils try hard and achieve well.

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

29. The school provides a broad and well-balanced curriculum with a good quality and range of worthwhile learning opportunities which successfully meet the interests, aptitudes and needs of all its pupils. The curriculum meets statutory requirements to teach all subjects in the National Curriculum and religious education. The school has dealt appropriately with the issues relating to the curriculum in the last report. In particular the school plans its curriculum in line with the national guidance recently published and this is successful in promoting the good standards seen during the inspection. Planning for mixed age classes ensures that all pupils make progress in their learning, especially in skills development. However, where subjects are taught for one term and then not again for some time, skills do not show the same continuous development, and this affects learning adversely for some pupils.

30. The curriculum for the reception children who are taught in the infant class is good. A wide variety of experiences are planned for them and the teacher works hard to provide a stimulating and stretching range of activities. The most recent, nationally recommended, initiatives in planning learning for young children have been implemented by the school. The teacher however is unable to plan for the regular use of the outdoor environment for play and learning because she needs to cater for the Year 1 and 2 pupils in her class. Daily planning is thorough and clearly defines what the learning objectives of the lessons are.

31. Arrangements for identifying and supporting pupils with special educational needs are good. A detailed and comprehensive record of special educational needs is kept by the special educational needs co-ordinator and good quality individual educational plans are provided for pupils on the register, written by the Special educational needs co-ordinator in co-operation with class teachers. At the time of inspection the great majority of targets for pupils were literacy-related. There were no pupils with statements of educational need in the school at the time of inspection. The school is very successful in promoting the effective inclusion of pupils with special educational needs and also those pupils who join the school part way through their primary schooling, into every aspect of the school's life.

32. The school has implemented the government's recommended National Literacy strategy and the National Numeracy strategy well. Planning and teaching take good account of the recommendations both for lesson format and for lesson content. A satisfactory range of well-supported extra-curricular activities takes place during lunchtimes and after school during the year. A good programme of additional educational visits is provided to enhance learning, including visits to local galleries and places of historic interest.

33. Provision for pupils' equality of opportunity is good. The school analyses its results in terms of gender and care has been taken in selecting resources to ensure appropriate gender-balance and relevance.

34. The school makes satisfactory provision for pupils' personal, social and health education through class and whole school assemblies and the science and religious education curriculum. Although the school and governing body has made a decision that sex education should not be taught, appropriate drugs-misuse and health education is provided for older pupils. A wide programme of visits and visitors makes a good contribution to pupils' understanding of the responsibilities of being a member of the community. The school has satisfactory links with the local community and a good range of visitors bring their expertise to the school and work with the pupils. The school has good relationships with the local nursery and the secondary school to which most of the pupils move at the end of Year 6.

35. The provision for pupils spiritual, moral, social and cultural development is good and this has been fully maintained since the time of the last inspection. Spiritual development is good because sensitivity towards each other's feelings and an atmosphere of togetherness is embedded into the life of the school. This means that the school is sensitive to the needs of all and enables all to feel valued and achieve well. Evidence is to be found in the expressive language the pupils use in their writing, including poetry. Assemblies provide a range of opportunities to be reflective and to develop an understanding of other religions and how a commitment to faith can influence people. For example, in an assembly lead by a visiting minister, pupils were encouraged to reflect on how the Jewish people must have been affected by the privations they suffered when they escaped from Egyptian slavery. In this way the pupils' begin to be sensitive to the feelings, concerns and celebrations of a wide range of people. Visitors and teachers build self-esteem by valuing pupils' ideas and bolstering their self-confidence. This has a positive outcome in the way the pupils set about their work.

36. Provision for moral development is very good. Adults working in the school are very good role models; they are polite and caring and show respect for the values of others. Consequently their dealing with the pupils encourages respect and an understanding of the importance of orderliness. Pupils clearly understand the difference between right and wrong. They know that it is “not right” to use abusive or racial language or to belittle colleagues who find their lessons difficult. This means that the school functions as an orderly community.

37. Provision for pupil’s social development is very good. Pupils are expected to perform tasks such as rearranging the desks and chairs in their classrooms, in sharing out resources and working collaboratively. In this way the pupils play an important part in the organisation of the school. They undertake such tasks with the minimum of supervision and whilst they are so engaged they chat happily with each other. There is a total absence of stereotyping; boys and girls have equal opportunities to study and play. The children eat their packed lunches with obvious enjoyment in an atmosphere of an agreeable social occasion with the pupils chatting happily both with each other and the adults who were supervising them. The staff are aware of how small their community is, so they try to give the pupils as wide an experience as possible of outings and visits in order to broaden their horizons. This leads to a good understanding of the wider community. For instance at the time of the inspection the pupils were looking forward with keen anticipation to an impending visit by an Indian dance and music troupe.

38. Provision for the pupil’s cultural development is good. Some families in the area can trace their links with the school over several generations; consequently the study of local history creates high levels of motivation in their work. Art and design lessons provide an important way of showing the pupils how artists throughout the world are influenced by things in their environment. Other areas of the curriculum are used well to widen cultural understanding for example in geography lessons a sense of place is being encouraged by the pupils sending cards from holiday destinations which are then located on maps. Musical instruments are used to show that people from different cultural backgrounds express emotions and celebrate festivals in a variety of ways.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. This is a good area of the school’s work and has a good impact on learning. Inspectors judged health and safety procedures and child protection to be firmly in place, thereby providing a secure backcloth against which pupils learn.

40. The provision for the health, safety and welfare of the pupils is good; consequently the school is a safe place in which to learn. It has effective procedures to ensure the recognition and promotion of pupil’s personal development. Provision of care has been fully maintained since the last inspection. The code of conduct to promote high standards of behaviour provides a secure platform to ensure that positive behaviour is promoted. The parents say that their children are keen to attend school, that they enjoy their lessons and that there is a good atmosphere for learning. The inspectors agree with these positive views and recognise the effect this has upon the way the pupils learn.

41. The way the school learns more about the potential of pupils has developed well since the previous inspection. Teachers record how well pupils are doing in all areas of learning. They use this information purposefully when planning their lessons, so that all pupils, including those with special educational needs, are effectively challenged, no matter what their previous levels have been. This ensures good progress and rising standards.

42. Procedures for checking and supporting academic progress and personal development are largely informal but effective. Teachers know their pupils very well and use the range of information available well to plan carefully for individual progress. A particularly effective feature of the school's systems is that, at parents' evening meetings, the pupils attend with their parents, so that the pupils are very clear about what it is they need to improve further.

43. The special educational needs co-ordinator has a good overview of special educational needs throughout the school. She maintains a detailed and comprehensive record of special educational needs' pupils and there are appropriate procedures for placing pupils on the register. Parents are kept fully informed and involved in the provision of support. One clear indication of the success of provision is that pupils are removed from, as well as placed on the special educational needs register. The school has adopted the new requirements for dealing with pupils who have learning and physical disabilities.

44. The school takes attendance, behaviour and personal development seriously, and as a result, all these areas are good and help the learning process effectively. Parents also expressed considerable satisfaction with the work done in this area and inspectors fully endorse this view.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The parents have very good views of the school. When the last inspection took place relationships between home and school were judged to be sound. It is clear that further improvements have been made to strengthen the partnership. This can be seen in the positive and supportive comments made parents in their responses to the registered inspector and in the enthusiastic support they provide via the parent, teacher and friends association. The funds raised by the parents are used to support the work of the school and benefit the pupils. The work done by the association is exceptional because it embraces the whole community in its social and fund raising events.

46. The annual reports to parents about their children are of good quality. Parents said they were happy with these, and inspectors agreed that together with the opportunities for discussion with staff, the reports form a good basis for involving parents in their children's education and aiding the development of learning.

47. The work that parents and supporters give to the social and fund raising activities to support the school is most impressive. The funds they raise enhance the quality of education. A recent initiative to collect supermarket vouchers to obtain a digital camera caught the interest of people not directly involved in the life of the school as well as parents. This resulted in the required number of vouchers to be collected quickly. Other funds raised by the association are used to subsidise transport costs incurred on educational visits and so makes a good contribution to the pupils' learning. The parents who accompany their children to school have good opportunities to discuss routine matters both with teachers and each other consequently these strong relationships mean that parents and teachers work closely together for the benefit of the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. Leadership and management of the school are good. The leadership provided by the headteacher is good and she is well supported by all the teachers. They form an effective team who clearly work well together. They have shared ideals and are fully committed to professional development leading to school improvement. The headteacher has a clear vision for the school and this is shared by both staff and governing body. The school has

successfully tackled the areas identified for progress in the last inspection and overall has made good improvements.

49. The school has made good improvements in checking the curriculum to ensure that what was planned was actually taught. The subject co-ordinator for geography and history has checked the teachers' plans to make sure that the subjects are well planned. She has sampled pupils work and has watched her colleagues teach so that she is sure that improvements have been made. The outcome is that history and geography lessons are well planned and taught, and as a result standards have risen.

50. The key issue relating to the role of the governing body in the overall strategic management of the school and checking the curriculum has been satisfactorily resolved but there is more to do. The governing body are mostly new to their role but they are keen and enthusiastic. They are aware that they need to have the expertise and skills to hold the school to account and become a critical friend. Training for the governors is ongoing.

51. The school has made good improvements in refining the information they have on checking how the pupils are doing. They set challenging targets for the pupils and analyse test papers and pupils' scores to see where the pupils have done well and areas where they need to improve. As a consequence science was identified as an important priority and so science was placed on the School Improvement Plan. In-service training has been planned for the teachers and the curriculum is also to be reviewed. The day to day understanding of the effectiveness of lessons is now a strength of the teachers' work and is having a positive impact upon the progress the pupils make.

52. In response to the key issue on improving the provision for the pupils' spiritual and cultural development, the school has made very good progress since the last inspection and these areas are now judged to be good. The pupils are given good opportunities to develop their own spiritual awareness particularly through poetry, art and design and the study of the area around them. In religious education, history and geography the pupils learn about a number of cultures, traditions and faiths which help to prepare them to become informed citizens of a culturally diverse society.

53. The headteacher and all members of staff have a number of subject co-ordination responsibilities and they manage their work well. They have a clear understanding of the strengths and areas for development for their subjects. They have watched each other teach to see which styles are best suited to their school. In this way they are developing effective teaching and learning strategies. The teachers have common values, a strong sense of purpose and are effective in creating an atmosphere in which the pupils are happy, help each other, and achieve well.

54. The School Improvement Plan is detailed and has as its focus the raising of standards. It shows detailed plans and there is a clear whole school commitment to improve in the targeted areas. The enthusiastic governing body are fully involved in the plan and are committed to raising standards and improving the provision in the school. The governors regularly visit the school to share their expertise and watch the pupils at work in this way they can see if school initiatives are working. The chair of the governing body meets with the headteacher weekly and together they discuss the work of the school.

55. The governing body satisfactorily fulfils its statutory duties. The governor with responsibility for special educational needs has regular meetings with the special educational needs co-ordinator and has been on courses to improve her knowledge of the New Code of Practice.

56. Financial management is satisfactory. The school has an above average carry forward of over 25 per cent which it has accumulated over time. The governors have been concerned that they maintain the three classes in the school and to do this they have to cushion years where the numbers of pupils coming into the school are small. They have also earmarked some funds for improvements to the fabric of the building. They also recognise the need to improve the number of computers in the school. Even so the carry forward remains large and the governors perceive the need to further tighten their financial planning. The secretary is efficient in her day-to-day management of the school's finances, administration and matters of pupil attendance. She makes good use of new technology in her work. The governors compare their performance with other schools. They satisfactorily take into account all possible prices before they take a final decision in their purchases to ensure that they have got good value for money. They seek the views of the parents to gauge their important views when considering change.

57. There are a sufficient number of teachers for the school. The governors consider the provision of three classes very important in order to keep the numbers in each class as small as possible. The headteacher has a small amount of time allocated for her management responsibilities and she manages this time well. There is a visiting classroom support assistant who attends one morning a week to help those pupils identified by the school for extra help on the special educational needs register. She gives them good additional help and guidance.

58. The school is situated in pleasant grounds and has good areas for the pupils to play. There is however no secure area where the reception children can play and have access to an outdoor curriculum. The accommodation is satisfactory it is well maintained, bright and kept to a high standard of cleanliness. The nearby community centre is used for physical education lessons and is a valuable resource for the school.

59. Levels of learning resources are good in most subjects and have a positive effect on the way the pupils learn. For example, the good quality of the reading books in the school has a positive effect on the way the pupils approach their reading. In ICT there is a need to improve the numbers of computers in the school to help to raise standards especially for pupils in Years 3 to 6.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. The school should:

- (1) Maintain the drive to raise standards in science by developing and revising the way the subject is taught and planned.
(Paragraphs: 3, 4, 6, 19, 22, 29, 51, 97, 98, 101, 102)
- (2) Improve standards in ICT for pupils in Years 3 to 6 by providing more appropriate software for pupils to use in order to help them to learn and by ensuring the pupils have regular opportunities to develop their skills.
(Paragraphs: 7, 22, 29, 56, 59, 123, 125, 127, 128)
- (3) Making better provision for the children in the reception year to have regular access to the outdoor curriculum.
(Paragraphs: 21, 30, 58, 63)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	14	3	0	0	0
Percentage	0	19	67	14	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	78
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	7

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.2

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	6	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (89)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Where the number of boys or girls in the year group are less than ten the individual results are not reported

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	2	5	7

Where the number of pupils in the year group are less than ten the figures are not reported

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	77	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	3.3
Number of pupils per qualified teacher	19.0 :1
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	3

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
----------------	-----------

	£
Total income	142 082
Total expenditure	140 210
Expenditure per pupil	1 910
Balance brought forward from previous year	40 024
Balance carried forward to next year	41 898

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0.3

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	78
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	2	0	0
My child is making good progress in school.	56	40	2	2	0
Behaviour in the school is good.	45	53	2	0	0
My child gets the right amount of work to do at home.	32	60	2	0	6
The teaching is good.	56	36	4	0	4
I am kept well informed about how my child is getting on.	54	40	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	66	24	6	4	0
The school expects my child to work hard and achieve his or her best.	58	40	0	0	2
The school works closely with parents.	54	40	4	2	0
The school is well led and managed.	58	36	0	4	2
The school is helping my child become mature and responsible.	64	34	0	0	2
The school provides an interesting range of activities outside lessons.	21	32	21	13	13

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

61. This section of the report focuses on the children in the reception year who are in the infant class. There is good overall provision for children in the reception year of the school. In the last inspection report the children were judged to make satisfactory progress, the teacher has built on this strong position. Teaching is consistently good, and as a result the children make good gains in their learning, consequently they achieve well. At present there are three reception children in the infant class and they have been in school for just over one week. Children start school in the term in which they become five. The majority of children have attended the part time visiting nursery class and the local playgroup before they start school.

62. The attainment of the children when they start school in their reception year is at the levels expected for children of their age. All children make good progress throughout their time in the infant class. They are engaged by a good curriculum, good teaching of basic skills, high levels of focused and individual teaching and as a result most are likely to achieve at the levels expected by the end of the reception year.

63. The teacher in the infant class is skilful in ensuring that the pupils in Year 1 and 2 have an appropriate curriculum based upon the National Curriculum whilst the younger reception children are taught in accordance with the special curriculum designed for them. As she plans an appropriate curriculum for all the age groups in her class it means that the use of the outdoor environment for the reception children is limited because she has insufficient adult help and there is not a secure area for them to work in. A requirement of an effective reception year curriculum is that there should be opportunities for teaching and learning both indoors and outdoors. The teacher makes valuable use of the outdoors in some areas of learning where she can plan effectively for all the pupils in the class. A parent helper regularly comes to work in the class for one session per week and she gives the teacher good support.

Personal, social and emotional development

64. In personal, social and emotional development, most of the children are likely to achieve at the levels expected at the end of the reception year. The children make good progress in this area of their work because the teacher has very high expectations of them and they are encouraged to work hard in a busy, calm environment.

65. At present the children are learning the school routines. They get changed for their physical education lessons with the classteacher giving the children help to make sure their clothes are not inside out. The children confidently join in with school assemblies as they are well supported by their class teacher so that any concerns and worries they might have are easily overcome.

66. Teaching is consistently good. The three children work together as a group, sometimes with the help of the older pupils and as a result they learn to work together well. The teacher gives the children clear ideas of what is expected of them including the difference between right and wrong, which helps them, develop socially.

Communication, language and literacy

67. The children make good progress in this area of learning as a result of good teaching, and as a result the children are likely to achieve at the levels expected at the end of the reception year.

68. The teacher employs a wide range of strategies to encourage the children to develop their vocabulary and confidence in speaking in front of the class. The children are encouraged to bring items from home to show to their friends and talk about them in a formal setting. They are encouraged to answer questions and discuss their pictures and work. In this way the classteacher builds their confidence and encourages them to join in.

69. The children particularly enjoy sharing books and they talk happily about the different illustrations on the page whilst the classteacher skillfully engages their interest and keeps them focused on the text, which she reads for them.

70. Writing is displayed prominently in all areas of the class and this is effective in encouraging the children to learn to write. The children enjoy writing their letters on the white boards and were busy learning the sounds and names of the different letters. Writing skills are taught carefully and systematically with the class teacher showing the children how to form their letters correctly. The children have begun to write their names.

Mathematical development

71. In mathematical development children achieve well and are likely to reach the levels expected of them by the time they complete the end of the reception year. The children make good progress because of the good practically based teaching they receive.

72. The teacher provides many activities and experiences so that the children develop their mathematical skills through focused teaching and play. The children sing "Ten Green Bottles" and as they count the bottles that are left this reinforces their sequencing of numbers. The children also grasp the concept of subtraction as each of the bottles is taken away. They work in the sand finding items hidden there, they thread beads and sort different items into groups.

73. Good practical teaching allows the children to have many opportunities to practise their skills and consolidate their understanding. The teacher plans her lessons well so that children's learning is built securely lesson after lesson.

Knowledge and understanding of the world

74. In knowledge and understanding of the world, most children are likely to attain the standards expected for this area of learning by the time they complete the reception year. The teacher provides a wealth of exciting activities to extend the children's understanding of the world around them so that they enlarge their knowledge, from the starting points of their own families, school and village. Good teaching ensures that the children make consistently good progress and achieve well.

75. The children are gaining a good understanding of their school and how it has changed over time. The children listened enthralled when a mum came to school to tell them what school was like when she was a little girl. The children play with a wide range of toys and construction kits making farmyard scenes and buildings from large construction blocks. They work well together taking turns and showing a real sense of trust in their peers.

76. A strength of the teaching is in the way the classteacher plans the curriculum for the children so that the children's learning is carefully structured. It effectively brings together learning in geography, history, ICT and science. The children particularly enjoyed working with the magnets effectively sorting a range of materials into two groups, those attracted by the magnets and those not.

Physical development

77. In physical development most children are likely to attain the standards expected by the time they reach the end of the reception year. Good teaching in this area enables the children to make good progress and achieve well. The children are helped to make good progress in this area of learning because the teachers employ many strategies to help the children to improve.

78. Skilled teaching means that the children are taught how to control pencils, pens and paint brushes as they work. As a result of individual teaching the children improved their dexterity and the paintings and drawings they achieved were of a particularly high standard.

79. The teachers encourage the children's physical development in their physical education sessions. The children are at present new to this aspect of their work but the older Year 1 pupils work happily on their tasks being keen to show what they can do.

Creative development

80. In creative development most children are likely to attain the standard expected in this area of learning by the time they start Year 1. The children make good progress as they are taught well and have many opportunities to learn new techniques and use different materials.

81. The children have drawn pictures of the school and then used watercolours to paint them. Their pictures showed good attention to detail and good awareness of space. The classteacher was very effective as she showed them how to use the brushes and the watercolours so that their paintings did not get too wet. The children painted carefully with great attention to the detail of their work. At such an early time of the year this great concentration was commendable.

82. The children have many opportunities to sing and make music. The classteacher encourages them to join in with the actions in assembly and play musical instruments in music lessons. Because they work alongside the older infant pupils the reception children have good role models and have good support from their peers as they work and so they achieve well. As a result they work happily together and enjoy their tasks

ENGLISH

83. In the 2001 National Curriculum tests for pupils in Year 2, the pupils achieved above average results in reading and high standards in writing. These exceptionally good results show that all the pupils achieve well and make good progress throughout the school, especially when you take into account the small numbers in each year group. By the end of Year 6 the pupils have maintained this high standard and achieved above average results in their English tests. Similar results are expected in the comparisons with National data in 2002. In the current Year 2 and 6 these high standards are being maintained. In addition the small numbers of pupils who are on the school's special educational needs register are fully included in every lesson and achieve well in relation to the targets set for them. This is the result of specific teaching clearly focused on giving extra help and assistance. These results also reflect the very skilled teaching the pupils receive throughout the school. Pupils who join

the school part way through their school are quickly helped to settle and become part of the school. As a result they feel confident and learn well. The standards reached by the pupils have improved since the last inspection where they were judged to be average in Years 2 and 6.

84. There are many contributory factors to the good level of pupil achievement; the teachers have worked extremely hard in implementing the National Literacy strategy, and this is having a positive impact upon the pupils' levels of attainment. The school is effective in embracing new initiatives to further improve the teaching of English and literacy throughout the school. For example, reading is given a high priority and is taught in a reading sessions. This has enabled a greater focus on writing within the literacy hour. The quality and range of reading books in the school is good and this has a very positive impact upon the interest levels of the pupils. The Year 6 pupils say that there are plenty of books for them to choose from and talk particularly about the wide range of non-fiction books. The younger pupils in Year 2 also enjoy the non-fiction books and these bright new books engage the boys in particular, encouraging good reading habits.

85. Speaking skills are developed effectively through effective teaching and the opportunities the teachers create to enable the pupils to develop their speaking skills. The pupils answer questions and talk well, about their findings and ideas. For example, pupils in Year 2 and 6 talked confidently about their lessons in school, their particular likes and dislikes, giving their reasons clearly.

86. Reading is particularly strong in the school. The children have ready access to books and take them home to share with their parents or carers. Higher ability pupils in Year 2 read confidently books they have not read before, making few mistakes and showing great interest in them. The older pupils in Year 6 talk about their favourite books and recall the stories they have read to them by the teachers. This is undoubtedly something the pupils value and they talk about the different authors and the wide range of books the teachers have read.

87. Writing in Year 2 is not as strong as reading but the pupils achieve well and most achieve the stretching targets set for them at the end of the reception year. Pupils in Year 1, some of whom have had only one term in the Reception year, are able to spell simple three letter words and write simple sentences. Year 2 pupils are able to write questions they would like to have answered in their history lessons. They write well, spelling is generally accurate and they are being to think about the effects of their writing. For example, one pupil's writing about a snail showed the beginning of using effective adjectives as she wrote, " The snail went for two, nice, long walks." By Year 6 pupils have developed their writing skills and are able to explore the use of alliteration and onomatopoeia in a poet's writing. A common feature in all pupils' written work throughout the school is that it is consistently neat, spelling is generally accurate and very good attention is given to presentation.

88. Teaching and learning is good overall. Teachers have high levels of knowledge and understanding in the subject and teach the basic grammar skills well. They use effective teaching methods based on good planning and marking of pupils' work. Pupils are encouraged to draft and redraft their work and this encourages improvement of their work. ICT is used to provide finished copies of work, but it is not regularly used to work on drafting text. Teachers have high expectations for pupils in the subject and manage pupils during lessons exceptionally well. For example, in Years 5 and 6 the pupils respond effectively to the classteacher as she sets an atmosphere where the pupils are clearly expected to work very hard and the pupils strive to meet her high expectations. The schools' record keeping and tracking system is beginning to enable the school to improve even further. Target setting is at present being trialled for the pupils in their books. However the pupils are quite clear about their own work and talk about knowing what it is they are learning as the classteacher always

shares the learning objective of the lesson with them at the beginning of each lesson. The pupils' behaviour and attitudes to learning are so strong that the concentration in lessons is very evident. This is especially so for the older pupils. This has a very positive impact upon the way they learn.

89. The needs of boys and girls are included and addressed equally. Open ended questions are used effectively by all teachers and this ensures that pupils of all ability levels progress well in acquiring new skills, knowledge and understanding and work very well and show above average skills in applying effort to their work. They concentrate at higher levels than is usually found and, when given a task, work at a very good pace. This ensures that the amount of work they produce exceeds the average.

90. Subject leadership in English is good. Pupils' progress is monitored well. This is especially important for those pupils who join the school from other schools. The teachers track pupil progress and set stretching targets for their attainment. There is a strong will to ensure that action is taken to meet the school's own targets for improvement with all staff sharing this high commitment.

MATHEMATICS

91. Lesson observations during the inspection and a scrutiny of mathematical work undertaken during the current school year indicate that the current cohort of Year 2 and Year 6 pupils have made good progress and achieved well. The inspectors found current standards to be above average. This constitutes a significant improvement in attainment since the last inspection when attainment in mathematics was average for pupils in Years 2 and 6. This is due to a great extent to the school's enthusiastic and successful adoption of the National Numeracy Strategy. As a result of the linked training opportunities, the teachers' have improved their subject knowledge and confidence.

92. The school has implemented the National Numeracy Strategy well. Under the guidance of the government-recommended plans the pupils undertake a wide range of work in all areas of mathematics. Samples of pupils' work demonstrate that pupils throughout the school undertake an appropriate variety of work on shape, space and measures, and tackle a range of problems involving handling data and investigation. Pupils make good use of their numeracy skills in other curriculum areas such as science and design and technology. It was clear from evidence available during the inspection that ICT is used appropriately to support learning in mathematics.

93. In the infant class, two weeks into the school year, a significant proportion of pupils in Year 2 are working already at levels expected of pupils by the end of the school year and therefore they are above average. They know halves and doubles of numbers. They recognise and offer "odd" and "even" numbers. They are able to describe and confidently extend simple number sequences - counting on and back in 10s from any given 2-digit number. Most Year 4 pupils are able to derive number bonds to 10 and 20 quickly and accurately. They recognise that addition can be done in any order and that more than two numbers can be added together. They use symbols correctly in equations and are able to make number sentences to 24 using the plus; minus and equal symbols accurately. Pupils in Year 6 "round up" or "round down" to the nearest 10, 100, and 1000. They can double two-digit numbers quickly by doubling the tens first and multiply a two-digit number by a single digit number.

94. The quality of teaching and learning in lessons observed is good overall. Where the quality of learning is good or better, this is due to pupils' very good attitudes and behaviour to their work. Pupils listen carefully and respond very well to their teachers' instructions. This,

coupled with teachers' high expectations and their maintenance of a "brisk" pace throughout the lesson leads to the generation of a good and at times very good working atmosphere within each class. Planning for all mathematics lessons seen was based on the government-recommended numeracy scheme of work and strategy and complied with the recommended lesson format. Teachers use and expect pupils to use correct mathematical vocabulary and terminology. They provide good opportunities for pupils to explain their methods and practice what they know. Where teaching was very good the teachers motivated pupils very well and ensured very good progress during the lesson for pupils of all abilities through appropriately challenging tasks and support.

95. Pupils' attitudes and behaviour in mathematics lessons, which are often very good, are a significant factor in the good progress made and the above-average attainment throughout the school. Pupils' very positive attitudes to their work ensure that teachers are able to set and maintain a very good pace throughout the lessons with the result that little time is wasted on re-explaining or on admonishing pupils who lack concentration. Pupils clearly enjoy their mathematics work, especially the mental and oral activities, respond very well to their teachers and, when required to do so, work together very well without the need for constant teacher-intervention. Pupils who are new to the school are helped by their peers to settle quickly in the class. They help them to understand the school routines and so they quickly adopt the school's expectations and achieve well.

96. The school has implemented the planning for the National Numeracy Strategy effectively and all teachers have undergone appropriate training in the strategy. Checking procedures for the subject are good and teachers are now able to track individual pupil's progress in the subject as they move through the school through data obtained from annual tests. Resources for the subject are good overall and funding has been allocated appropriately to purchase additional resources to support the numeracy strategy.

SCIENCE

97. Based on lesson observations, discussion with the current Year 2 and Year 6 pupils and a detailed scrutiny of pupils' work, attainment in science is average. Evidence from a sample of work produced during the last school year indicates that pupils undertake a broadly appropriate range of science activities covering all the required attainment targets. However, pupils' overall attainment in science by the end of Years 2 and 6 are consistently lower than their attainment in English and mathematics. In recent years attainment in science has been below and well below average. There is at present an improved picture. The pupils' achievements are at present satisfactory and they are making satisfactory progress throughout the school. However, standards although rising could be higher. The last time the school was inspected, standards in science throughout the school were average.

98. There are a number of reasons for science not being as strong as English and mathematics. The system of "blocking" of science into whole-school topics does not ensure sufficient regular, systematic progress in the key skills of the subject. Although the government-recommended science plans are now used for lesson planning purposes, these are not necessarily undertaken in the suggested order. This makes it more difficult to match the level of difficulty and skills development with the subject being studied. For example, an early unit of work "Rocks" fitted well into the whole-school topic for the term of "Buildings". In addition, the evidence from work-scrutiny and lesson observations is that there is a tendency to an over-emphasis on teacher-directed learning. This means that pupils do not have the opportunity to devise their own experiments. As a result the pupils do not question or attempt to explain their discoveries and draw conclusions. There are also insufficient planned opportunities for Year 6 pupils to return to science topics undertaken at the beginning of the two-year cycle prior to their Year 6 examination. This results in the pupils' overall attainment

and achievement in science being consistently lower than their attainment and achievement in English and mathematics.

99. In Year 1 and 2 pupils learning about magnets were asking questions, with the teacher's promptings, and were employing first-hand experience to provide answers to such questions as "Will the bar magnet pick up this Coke can?" Most Year 2 pupils were confidently identifying commonly found materials such as wood, metal and plastic. Whilst one higher-attaining pupil offered the information that "Not all magnets are attracted to metal". The responses to the teacher asking what material a glass marble was made of were, at first silence, and then "Metal?" and "Hard stuff what won't break when you drop it." The quality of learning was good in this lesson because the pupils were well motivated by the practical tasks. They were particularly entranced by the teacher's demonstration of iron filing "dancing". The enthusiasm of the pupils was evident because they were involved practically in undertaking investigations.

100. In Years 3 and 4 pupils were naming materials, providing an adjective to describe its' property and offering an object made from that material. For a good part of this extended afternoon lesson, pupils were following the teacher's step-by-step directions as they completed a table in their science books. Then the pupils investigated how to support a weight on a piece of paper when the class teacher set them a "challenge". The pupils approached this challenge with great enthusiasm. Pupils in Years 5 and 6 were classifying rocks according to observable characteristics such as texture and appearance. By the end of the lesson, with the teacher's guidance, they were beginning to plan an investigation to be undertaken in a future lesson. Although this was the first of a series of lessons during which there were planned opportunities for investigative work, again, this was a whole-afternoon lesson where pupils had insufficient opportunities to investigate and explain their findings.

101. The quality of learning in lessons observed ranged from good to satisfactory and was satisfactory overall. Pupils' very good attitudes and behaviour ensure that they remain focussed and on-task despite being asked to undertake what are, at times, rather desk-based activities. Pupils show a high level of interest in the activities and are keen to answer the teacher's questions, replying with enthusiasm and confidence and working quietly and conscientiously when required to do so. The quality of teaching in lessons observed was satisfactory overall. Pupils with special educational needs are supported well and make good progress overall in science lessons in relation to their abilities. The teachers are effective in including all pupils in lessons and ensuring learning is accessed by all. The pupils new to the school are encouraged to join in and they quickly settle to the class tasks. Teachers have very good classroom management skills, give clear explanations and demonstrate satisfactory subject knowledge. They maintain a brisk pace throughout the lesson. They have a positive rapport with their pupils and consistently high expectations of work and behaviour. However, particularly in Years 3 to 6, the activities teachers require pupils to undertake are frequently predominantly paper exercises and are not always sufficiently practical or open-ended and effective in developing pupils' independent investigative skills. Although there was no evidence of the use of ICT in the lessons seen, discussions with pupils revealed that pupils have used computers to find out information and plot findings in previous science lessons.

102. The co-ordinator for the subject is aware that standards in the science are not as high as in English and mathematics and is clear about the need to improve standards. The results of the annual end of Year 6 tests have been analysed and the school has recognised the need to improve attainment in science as a priority. As a result improvement of standards in science is clearly identified on the school improvement plan.

ART AND DESIGN

103. Pupils' standards are above average at the end of Years 2 and 6. This is an improved position to that at the time of the last inspection, where standards were at the levels expected. Art and design has a secure place in the work and life of the school as it is a medium in which all the pupils achieve well. The teachers work hard to make sure that the pupils working environment is bright and stimulating and to this end they display all the pupils work. The teaching and learning in art and design is good overall. Art and design is taught not only in its own right but also used to support other curriculum areas. For example, the pupils have drawn pictures of the church as an integral part of their history and religious education topic.

104. The teachers ensure that the pupils have many opportunities to work with a wide range of media and use a variety of stimuli. For example, the pupils in Years 1 and 2 have made hedgehogs from clay. They decorated their hedgehog shapes with spiky shapes to give the impression of spines. They work with fabric and thread to produce effective representations of, shells, flowers, pebbles and fir cones. Close observation of these natural items gave the pupils the inspiration for their work. In Years 5 and 6 the pupils worked with coloured papers to make a collage of the face of Queen Elizabeth 11. The clever use of different tones of colours ensured that the pupils achieved good results with their work.

105. The staff encourage the pupils to make good use of their sketchbooks to support their work. The pupils use them as an effective tool for experimentation with colours and lines. They record the different colours they have mixed and practise drawing shapes and compositions to help them to develop their ideas and thoughts. In this way the pupils see their sketchbooks as valuable tools to aid their work. The pupils use their sketchbooks with confidence and are willing to try out lots of ideas before they start work.

106. The teachers are secure in their wish to teach a progressive development of skills, closely building on what the pupils have done before. The pupils are taught how to use their brushes when they paint and are encouraged to make sure that they have the correct tool for the job. So that large brushes are used for washes and fine brushes for detailed work. This effective use of resources was seen in the Year 5 and 6 class when the pupils used a large brush to create a background wash for their work and a fine brush to carefully paint trees and foliage.

107. The quality of the pupils' observational drawing is exceptionally good. The youngest pupils in Years 1 and 2 have drawn pictures of the school building. All of their work is on display in the classroom. The parents say that they appreciate this inclusion of every child's work. The quality of the illustrations produced by the pupils is good with the pupils showing a good idea of space and shapes. The older pupils drew the local church from their memory and then they sat in the churchyard to draw the genuine article. The attention to detail and proportions of the completed work showed the pupils have developed good observational skills.

108. The pupils paint in response to a range of stimuli and show their feelings and thoughts through their artwork. They look at the work of a wide range of artists and craftsmen and reflect upon their work. They have looked at the designs of William Morris and created their own designs by using repeating patterns on the computer. The pupils painted a number of fine watercolours in response to a visit to Dalby Forest and the paintings of the Bridestones showed the visual impact they had upon the pupils. In Years 3 and 4 the pupils created some exceptionally fine drawings and paintings of their journey to school. Here the persistence and the industry of the pupils showed in the fine detail and the quality of the finished pieces of work.

109. The co-ordinator gives good support to her colleagues. All staff show a keen interest in the development of the subject and in the effective display of the pupils' work.

DESIGN AND TECHNOLOGY

110. No design and technology lessons were observed during the inspection. However, sufficient evidence was obtained from a survey of samples of work from the previous school year on display throughout the school and from discussions with teachers and pupils. The pupils talked about their design and technology work enthusiastically. This evidence indicates that, as they move through the school, pupils undertake a broadly satisfactory range of activities in which they design, make and evaluate products. Attainment for pupils in Years 2 and 6 is at the levels expected, pupils' achievement is satisfactory and they make satisfactory progress in the subject as they move through the school. This matches the judgement made at the time of the last inspection.

111. During the previous school year, Year 1 and 2 pupils have used appropriate skills to design and annotate a plan for a moving vehicle. They made their vehicles using appropriate joining skills. They tested and evaluated, considering why some went further when they rolled down a ramp than others. Pupils also used appropriate joining skills to make a "finger mouse" and wooden windmills. In Years 3 and 4 pupils have designed, made and evaluated storybooks with flaps and levers with titles such as "Can you find Pluto's ball?" They utilised joining skills - gluing, folding, stitching and stapling materials appropriately. They have made dioramas of different environments and these showed good skills in making a quality product. The pupils researched these environments by making good use of their ICT skills. During the previous school year, Years 5 and 6 pupils have researched, designed, made and evaluated the processes and materials used in making a slipper.

112. The co-ordinator for the subject has introduced the government-recommended plans for the subject, which is taught through whole school termly topics over a two-year rolling programme of work.

GEOGRAPHY

113. Standards in geography are at the levels expected at the end of Year 2 and 6. Pupils achieve well and make good progress. The last time the school was inspected standards in geography were below the levels expected in Year 2 and 6. Standards have risen because of the clear improvement in a consistent and effectively planned and taught geography curriculum. The school also makes good use of the local community to develop the pupils' geographical skills. All the pupils are encouraged to look critically at their own environment and compare it to others more distant. The pupils also consider how their own village locality could be improved. This clear emphasis on looking carefully at their own locality, helps prepare the pupils to be effective citizens. The teachers facilitate this aspect of the curriculum well with many visits around the locality and to other relevant places. The teaching and learning in geography is consistently good throughout the school.

114. The classteacher in Years 1 and 2 makes good use of the school grounds and the school building to observe and identify parts of the school from photographs. In a lesson observed the pupils were given photographs of sections of the school which they had to find. The pupils were encouraged to work with a partner and the pupils chose quickly so that this was very efficiently done. The pupils worked happily together. The older pupils chose to work with someone who was younger so that they could help them with the task. In this way all were included in the lesson and so the learning was accessed by all. In this enjoyable

session the pupils had great fun as they looked carefully at the photographs and carefully matched them to different parts of the building.

115. The pupils develop good mapping skills as a result of good teaching and maps being clearly displayed in all classrooms. The older pupils talked about the group work they had completed when they all chose a different country to study. They drew its outline and found photographs, drawings and illustrations of their country to place inside its boundaries. Important facts and information was then gathered and placed alongside. In these tasks the pupils effectively used the computers to aid their work. In this way the pupils learnt about the currency, population and physical features of their chosen country. Pupils in Years 1 and 2 use maps to show where Barnaby Bear has been on his holidays and pupils also send postcards to school from their holiday destinations so that the pupils can find out where in the world they have been. In Years 3 and 4 the pupils use maps to find out where different features are located and they use grid references to do this. Points of the compass and headings also provide a valuable extension to their mapping skills.

116. The pupils study their own locality and as a result of effective teaching and learning they gain good insights into their own and wider communities. In Years 1 and 2 the pupils compare their own village locality to that on the imaginary island of Struay. The pupils compare life on the island with their own lives and consider where they are very similar and where they are very different. In Years 3 and 4 the pupils look particularly at different parts of the village of Beeford and consider how they might improve it. In this way the pupils' develop an understanding of local environmental issues. They looked at the ruined house and the Old Chapel and considered how they could be adapted and what different kinds of facilities they could provide. Suggestions such as cinemas, burger bars, a small child's ball pond and a coffee shop were all made by the pupils.

117. The subject co-ordinator has worked hard alongside her colleagues to improve standards in geography in the school.

HISTORY

118. Standards in history at the end of Years 2 and 6 are at the levels expected of pupils of their age. This is a good improvement since the last inspection when standards were below the levels expected in Year 2, and just met the levels expected in Year 6. The improvements in achievements are the result of a clear determination on the part of the school and the governors to raise standards in history throughout the school. The teachers have worked hard to bring about improvements in achievement. They use first hand experiences effectively to stimulate and intrigue the pupils. Educational visits, visitors to the school, careful examination of illustrations, documentation and artefacts from the past have a huge impact upon the way the pupils' learn about different periods in history. As a result the pupils learn well and make good progress. They make good gains in understanding of how people in the past lived and what was important to them. In this way they develop an understanding of how people's way of life is very different in the present day. History makes an effective contribution to the pupils' cultural development as they reflect on how ancient civilisations impact upon our lives today.

119. Teaching and learning in history is good. Teachers plan their work making effective use of educational visits to give pupils a more visual flavour of the times they are studying. The pupils have visited a wide range of locations including, Eden camp, which supported their work on Britain during and after World War 2 and Burton Agnes, when the pupils were exploring the life and times of the Tudor monarchs.

120. The teachers make good use of the techniques the pupils have used in their literacy lessons in history. For example, in Year 5 and 6 the pupils worked in-groups to find out information on different Tudor monarchs and aspects of Tudor life. They gathered information from a number of different sources and used a technique learnt in their literacy lesson to put the information together. As a result the pupils were able to sort information they already had and add new and significant pieces of information to their notes. Pupils use the computers to aid their research work. In Years 1 and 2 the pupils wrote down their questions they wished to ask one of the parents when she came in to talk about her recollections of school when she was a child. The pupils listed all the things they wanted to know and so made good use of their writing skills.

121. Many different kinds of evidence are used effectively by the teachers to interest and intrigue the pupils. In Years 3 and 4 the pupils were busy looking at illustrations of Vikings and Anglo Saxons. They looked closely at these pictures and tried to deduce from this evidence how the Vikings and Anglo-Saxon villages, home and clothes were different from their own. The pupils then looked carefully at the similarities and differences of these two peoples. Close observations allowed the pupils to reflect on the wooden fences around the village and the beginnings of pavements in a Viking settlement. Pupils who have special educational needs are well catered for in these kind of investigative lessons, as they do not have to rely on their reading or writing skills to access the learning. As a result they are fully included in the lesson and make good progress.

122. The co-ordinator has a good view of the subject throughout the school. She worked hard to bring about improvements.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. No ICT lessons were observed or planned during the inspection. As a result, it was not possible to make secure judgements on the quality of teaching, learning and attitudes and behaviour of pupils in lessons. Pupils' attainment by Years 2 is at the levels expected, whilst attainment for the Year 6 pupils is below the level expected. Standards for Year 6 pupils have slipped since the last inspection whilst for Year 2 pupils they have stayed the same.

124. In the Infant class, pupils have appropriate and regular opportunities to work with computers as a result their achievement is satisfactory. They use the "mouse" to control such CD-ROM games as "The Jolly Postman" and "Leap into Literacy" to develop literacy skills. They use "The Magic Whale" and "Dive into Numeracy" to extend numeracy skills. During the previous year, pupils had opportunities to produce graphs of their favourite foods, make and print labels for their trays, program the floor-turtle and use the tape recorder to listen to pre-recorded stories. Working at the computer is always one of the choices available during "Choosing" time when pupils move around a number of activities. In this way the pupils have regular opportunities to develop and practise their ICT skills and so they make satisfactory progress.

125. Pupils in Years 3 and 4 have emailed pupils in another school, used the Internet to look for information for their "Animals" and "Environment" topics and worked with mathematics programs during numeracy lessons. Pupils in Years 5 and 6 report that they have opportunities to use the computers if they arrive before school starts in the morning and have accessed the Internet to research topics. However, from a scrutiny of the samples of work provided and the lack of evidence of any regular, timetabled lessons devoted to the subject, it is clear that pupils in Years 3 to 6 have insufficient regular opportunities to develop their skills in the subject. Progress and achievement is unsatisfactory for these pupils.

126. Opportunities for learning vary considerably from class to class. This was confirmed by discussions with Year 6 pupils who were enthusiastic when talking about what they did on their computers at home but less effusive about work undertaken in school. Pupils said that they had not used the computers in their classroom at all during the first two weeks of the current term.

127. Pupils' attainment in the "communicating" and "finding things out" areas of the subject is broadly satisfactory examples of word-processing evident in the pupils' literacy work. The use of the Internet to discover information about topics were also noted in the work scrutiny. At present however there are insufficient planned opportunities for pupils to develop skills in the controlling, monitoring and modelling aspects of the curriculum.

128. Despite recent significant improvements in the provision of computers, so that each classroom now has two up-to-date multi-media computers, the ratio of computers to children remains lower than recommended. All teachers have undertaken recent government-funded training in the subject but this has had mixed success. Confidence, enthusiasm and subject knowledge varies widely within the teaching staff. The co-ordinator is aware that standards could be higher and that skills need improving. She has, in an effort to raise standards, implemented the government-recommended plans for the subject, to give greater guidance to staff. She also recognises that the absence of regular skills-based lessons is also having an adverse effect on standards.

MUSIC

129. Pupils throughout the school attain the standards expected for their age. This is a similar position to that at the time of the last inspection. The pupils enjoy their music lessons and take pleasure in listening to the music played during lessons and assemblies; as a result they achieve well. One of the teachers takes all the pupils for their music lessons and her enthusiasm and her high level of expertise make a positive contribution to the standards the pupils achieve. This means the pupils are taught well consistently, and as a result they all learn well and make good progress. One pupil is learning to play the violin and he has his lesson in a nearby school to facilitate his learning. A number of boys and girls are learning to play the recorder. Some of the pupils are just beginning to learn to play and others show good music reading skills. All demonstrate a clear sense of playing together as a group. A secure set of plans, which gives good support to the teacher, has ensured that the pupils' skills develop appropriately and this has a positive impact upon the standards achieved by the pupils.

130. The pupils enjoy their music lessons and concentrate hard with their playing. The Year 1 and 2 pupils had a clear sense of performance when they played their percussion instruments and accompanied themselves as they sang "I am the music man" they listened carefully for their turn and when they were called upon to play stood to play their instruments. In this way the pupils learn the effect of playing together and the discipline of all finishing playing at the correct time.

131. The teacher uses her good sense of humour to intrigue the pupils. In a Year 5 and 6 lesson the teacher gave all the pupils a large sheet of A4 paper. The pupils clearly thought that they were to do some writing! But no they were to use the paper as an instrument and their task was to see how many different ways and sounds they could create by using the paper. In this very enjoyable lesson the teacher's very good teaching skills enabled the pupils to make very good gains in their learning. The pupils recognised that when they played their paper they needed to keep to a consistent beat and not to speed up as they had done in a previous lesson. In this way it is clear that the pupils are aware of the development of the musical skills they are acquiring.

132. The pupils have a good knowledge of technical musical language and use terms such as rhythm appropriately. The pupils in Years 3 and 4 worked hard to pass a rhythm around their circle and achieved this well. When they passed a different rhythm around the circle in different directions there was a definite confusion when the sounds joined. However the pupils showed great concentration as they worked out which rhythm would come to them first and tried hard to hold that sound in their head.

133. Pupils enjoy listening to music and talk about the different instruments being played and how it portrays the underlying theme of the music. They appraise knowledgeably showing a good vocabulary and a satisfactory general musical knowledge, for example of instruments, artists, forms, styles, repertoire and composers.

134. The music co-ordinator is enthusiastic about the development of music throughout the school. She has worked hard to provide an effective set of plans which gives good guidance and a clear progression of skills.

PHYSICAL EDUCATION

135. Observations of gymnastics lessons undertaken by all the classes indicate that pupils throughout the school achieve appropriately and make satisfactory progress in physical education. Pupils' attainment by Years 2 and 6 is at the levels expected. The last inspection report drew attention to the lack of large gymnastics equipment in the school and this situation is unaltered. However, this lack of equipment is outside the school's control since it does not have a school hall. The school utilises the local community hall where there are very limited storage facilities for equipment. Taken overall, this lack of equipment does not have a significant effect on pupils' attainment. Pupils are provided with opportunities for swimming and this ensures that the great majority of pupils are able to swim the expected 25 metres when they leave the school at the end of Year 6.

136. In the Years 1 and 2 gymnastics lessons observed, pupils were employing basic skills in travelling and being still and finding ways of using space safely on the floor. The pupils extended their range of skills and actions. They linked these in short movement phrases. By the end of the lesson and, with the teacher's help, they were able to perform short, linked sequences with a beginning, middle and end. In the Years 3 and 4 gymnastics lesson observed, pupils are using appropriate skills and actions and demonstrating appropriate co-ordination and control in applying them. They were encouraged to observe the similarities and differences between their own and others' work and improve their own performances as a result. Pupils in Years 5 and 6 "warmed-up" in preparation for exercise and demonstrated an understanding of the short-term effects of exercise on their bodies, understanding, in simple terms, why activity is of value for health and well-being. During the lesson they were devising and performing fluent sequences for the floor, incorporating into their sequences variations in speed, level and direction and, particularly, balance.

137. Teaching and learning in these lessons was consistently good. The very good attitudes and behaviour pupils exhibit in all areas of their work ensure that good progress is made in their short but brisk physical education lessons. As a result teachers do not have to spend time repeating instructions or waiting for pupils to settle and are able to set and maintain a very good pace throughout. Teachers change activities frequently to maintain pupils' interest and enthusiasm, demonstrate a good understanding of the needs of the National Curriculum for the subject and ensure all pupils are included in the lessons. They give clear instructions and use praise well and consistently to motivate and encourage less-confident pupils. Pupils respond well to their teachers, participating enthusiastically. They work together well, relating well to their peers, appreciating the performances of others and,

in almost all cases, taking part in the activities confidently and with clear enjoyment. The quality of pupils' learning during lessons, closely linked to the quality of teaching, was good overall.

138. At the time of the inspection there was no co-ordinator for physical education and the head teacher was "caretaking" responsibility for the subject.

RELIGIOUS EDUCATION

139. Standards at the end of Years 2 and 6 meet the expectations of the locally agreed syllabus. Pupils make good progress and achieve well. The school has maintained these standards since the last inspection as a result of an engaging and relevant syllabus, which the pupils find interesting. Good teaching and learning and the investigation of their own thoughts and feelings has a significant impact upon the way the pupils view their work. This makes a good impact on the pupils' spiritual development. Good teaching, which is both sympathetic and informative, is effective in helping to prepare the pupils to live in a multi-faith society.

140. Judgements have been based upon interviews with the pupils, observations of the pupils' work and discussions with the curriculum co-ordinators, as only one lesson was observed during the inspection. Teachers' planning, and work in pupils' books shows that the teachers provide a balanced religious education programme based on good subject knowledge.

141. Pupils in Years 1 and 2 have visited both the chapel and church in the village. They have studied the buildings carefully and noted the stained glass windows in the church. They compared both buildings to find out how, in many ways they were very similar but also different. One pupil noted that the font in the chapel was quite small. In the church they looked carefully at the kneelers and one pupil found the kneeler her mother had embroidered.

142. Pupils throughout the school are encouraged to explore their own feelings. The youngest pupils in Years 1 and 2 talk about their special friends. They relate how they liked particular people because they were kind and they played well together. Older pupils in Years 3 and 4 talk about themselves when they were younger and what happened to those very special toys they had then. Lost, given away, sold or indeed still special today. The pupils in Years 5 and 6 created their own web of "belonging". Here the pupils were able to plot the different groups of people who make up their complex lives. They considered their family, friends, and members of clubs and different groups they belonged to. The pupils are encouraged to perceive that beliefs start from themselves and their own ideas, concerns and celebrations. As a result the pupils understanding of their own ideals helps them to value the many and diverse beliefs and ideals of others.

143. In Years 5 and 6 the pupils are at present considering their own special places and why they are special to them. The pupils were then led by skilful teaching to consider who they would allow to visit their special place and what rules they would impose. The pupils shared their thoughts and ideas with the other people on their table and their discussions were thoughtful and wide ranging. This lesson made a good contribution to the pupils' spiritual development. The lesson was the beginning of a set of work where the pupils will consider the different special places of a range of different religions. By beginning with their own important and personal ideas the pupils are able to reflect on the importance of different Holy places for others.

144. Careful and supportive teaching allows the pupils to perceive what is special to different people and why. This helps the pupils to articulate their own thoughts and think about

their own lives and beliefs. The pupils have the opportunity to study some aspects of world religions, and in this way, they begin to develop an understanding of other faiths and cultures which helps to prepare them to live in a very diverse society. The teachers use the locally agreed syllabus well to plan their work.