

INSPECTION REPORT

**CAUNTON DEAN HOLE C OF E PRIMARY
SCHOOL**

Caunton, Newark

LEA area: Nottinghamshire

Unique reference number: 122753

Headteacher: Mr J Dodd

Lead inspector: Mrs S E Hall

Dates of inspection: 6th - 8th July 2004

Inspection number: 255743

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll;	45
School address:	Manor Road Caunton Newark Nottinghamshire
Postcode:	NG23 6AD
Telephone number:	01636 636219
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Appropriate authority:	The governing body
Name of chair of governors:	Dr J S George
Date of previous inspection:	6 th July 1998

CHARACTERISTICS OF THE SCHOOL

This very small school is in an attractive rural area in Nottinghamshire that is above average in most socio-economic aspects. Thirteen per cent of pupils are eligible for free school meals, which is broadly average. There are no pupils from minority ethnic groups or who speak English as an additional language. Five pupils, mainly with moderate learning difficulties or on the autistic spectrum, are on the school's register of special educational needs, and this proportion is above average. No pupils have statements of special education need. A higher than average proportion of pupils has joined the school in the last few years, although few pupils leave other than at the usual time. The attainment of children on entry to the school is largely average. The school achieved a Healthy School Award in 2003 and is involved in four local and national initiatives connected with provision for small schools.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21750	Mrs S E Hall	<i>Lead inspector</i>	Mathematics Science Art and design Design and technology Physical education Religious education
9736	Mr J Brasier	<i>Lay inspector</i>	
31319	Mrs D Hunter	<i>Team inspector</i>	English Information and communication technology Geography History Music The Foundation Stage Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, where there is a clear sense of a happy and purposeful community. Standards are above average for the age of the pupils, and they achieve well. Teaching and learning are good. Leadership and management are good overall, and the leadership of the headteacher is very good. The expenditure per pupil is very high but, in view of the good standards that pupils achieve, the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils behave very well and have very positive attitudes to learning.
- Opportunities for curriculum enrichment are excellent, and the school has developed very beneficial links with the 4Kando cluster of local small schools.
- Throughout the school, pupils achieve well and standards are above average.
- The headteacher has a clear vision for school improvement and provides very effective leadership.
- The monitoring and evaluation of the work of the school lacks rigour and requires further development.
- Links with the local community are very good.
- Assessment procedures in non-core subjects are too informal.

The school has made good progress since the previous inspection. There has been good improvement in the organisation of policies and schemes of work, and in developing long-, medium- and short-term plans. School development planning has been extended well. Whilst there has been satisfactory improvement in assessment routines in the core subjects and in developing procedures for the monitoring and evaluation of the work of the school, more remains to be done in these areas. Overall standards have been maintained well.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	C	C	A	A
mathematics	C	A	A*	A*
science	B	C	C	C

Key: A - very high; A - well above average; B - above average; C - average; D - below average; E - well below average.*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is good overall. There are some very small year groups in the school and caution needs to be applied when making comparisons with national test results. Children enter the school with skills that are average overall, although a good proportion of them have above average skills for their age. In the newly established Nursery group and in Reception, children learn and achieve well and meet the nationally recognised goals for their age in all areas of their early learning. A significant number exceed the national targets. Pupils in Year 2 achieve well. Their reading skills are often well above national expectations, and their writing and mathematical skills are above expectations for their age. Pupils continue to achieve well through to Year 6. Standards in reading are again well above average in Year 6, whilst those in writing, mathematics and science are above average. Throughout the school, pupils achieve very well in information and communication technology (ICT). All groups of pupils, including those recognised as gifted and talented and those with special educational needs (SEN), make good progress and achieve well.

Pupils' personal development is very good, including their spiritual, moral, social and cultural development. Pupils have very positive attitudes to their work and behaviour, and relationships are very good. Attendance is well above average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of both teaching and learning is good. Children in the Nursery and Reception group are well taught. Staff provide a good range of activities which the children enjoy, and they therefore settle well and try hard. Teaching in Years 1 to 6 is good in all subjects and is very good in ICT. Teachers plan assiduously to meet the needs of the wide age and ability range within the two classes. Assessment is satisfactory overall and is good in some core subjects. However, assessment in non-core subjects is informal and sometimes unsatisfactory, as it does not enable staff to carefully track the progress pupils make.

The curriculum is good, and carefully planned on a rolling programme to avoid repetition in the mixed age classes. Opportunities for enriching the curriculum are excellent. The school is an integral part of the local cluster of small schools, which enables staff to offer a wide variety of additional activities, especially in the arts. The accommodation is good overall. The outdoor provision is very good and is used well, although classroom bases are somewhat cramped. The care taken for the welfare, health and safety of pupils is good, as is the support, advice and guidance they are offered. There are good links with parents and very good links with the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Leadership of the school is good and management is satisfactory. The headteacher fulfils his roles very effectively. All members of the small teaching and support team work very closely together. Subject co-ordinators have started to develop their role in monitoring and evaluating the quality of provision in their areas of responsibility. However, these procedures are at an early stage, and they lack rigour in identifying exactly what needs to be improved. Governance of the school is good, and experienced governors are helping recent appointments to develop their roles in acting as a critical friend to the school. The school meets all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the quality of education offered. They appreciate the way that staff provide a consistent quality of care and teaching whilst giving freely of their time to provide enrichment activities to extend pupils' learning. A small number of parents feel they are not very well informed and that the school does not act upon their concerns. During the inspection, no evidence was found to support these concerns, and inspectors noted that parents are widely consulted on a range of matters. Pupils enjoy school and like being part of this small and happy community.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Extend the role of subject co-ordinators in the monitoring and evaluation of the work of the school, so that areas for further improvement are rigorously identified.
- Develop assessment procedures and the use of such information in non-core subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of pupils throughout the school is **good**. Standards at the end of Years 2 and 6 are above national expectations.

Main strengths and weaknesses

- Pupils achieve well in each phase of their education.
- Pupils in Year 2 and Year 6 achieve very well in ICT and in reading, which supports their learning well in all subjects.

Commentary

Foundation Stage

1. Children enter the Reception class with standards that are average overall, although this conceals a wide range. A good number have skills that are above average. Several have had little or no other formal pre-school education, although their standards are average for their age. School assessments indicate that reading and writing skills are generally below average, although children have good attitudes to learning and are socially confident. Children make good progress in the recently established Nursery group, as they do in their Reception year. As a result, they achieve the national goals for their age in all areas of their learning by the time they enter Year 1. A good proportion exceed these goals, especially in speaking and listening and personal and social development. Children are happy and confident, adjust well to school, try hard and do well in the Foundation Stage.

2. The results of national tests taken by pupils in Years 2 and 6 have to be interpreted with extreme caution because of the small number of pupils in each year group. For instance, pupils with special educational needs within small cohorts can skew year-on-year comparisons and make them statistically unsound. Some year groups contain pupils of only one gender; for instance, the current Year 2 contains only girls. This makes it difficult to compare the achievements of groups of pupils in this school with others, both locally and nationally. While few pupils leave the school other than at the usual time, several join, which means those who take national tests in Year 6 are not always the same pupils as those who did so in Year 2.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.0 (17.0)	15.7 (15.8)
writing	17.7 (15.0)	14.6 (14.4)
mathematics	21.0 (17.8)	16.3 (16.5)

There were three pupils in the year group. Figures in brackets are for the previous year.

3. In the national tests in 2003, pupils in Year 2 attained standards that were well above the national and similar schools' averages in reading, writing and mathematics. The Year 6 test results were well above average in English. The results in mathematics were even better, and in the top five per cent compared with those of schools nationally and of similar schools. Standards in science were average.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.5 (27.0)	26.8 (27.0)
mathematics	31.5 (29.0)	26.8 (26.7)
science	28.5 (28.3)	28.6 (28.3)

There were five pupils in the year group. Figures in brackets are for the previous year.

4. Inspection findings are that pupils' speaking and listening skills in Years 2 and 6 are above average, as they were in the previous inspection. Pupils are often confident communicators. They achieve well and many develop a good vocabulary across the subjects, so they are able to communicate what they know and think. Pupils achieve very well in reading throughout the school, with standards well above national expectations, and this makes a significant contribution to their learning in all subjects. Parents support reading well and pupils learn to read with understanding and enjoyment. Standards in writing are improving because the school has recently focused on the development of writing skills, and attainment is above national expectations. Pupils develop good grammatical understanding and write accurately, although they do not write enough across all subjects.

5. Standards in mathematics are above national expectations, and pupils throughout the school achieve well. A small number of pupils do very well in mathematics. All pupils have good understanding of numbers, so that they are secure when carrying out a range of calculations. Most are able to solve mathematical problems well and work through tasks carefully. Standards in science are above national expectations across the school, and pupils achieve well. Pupils do not do quite as well in national tests in science as they do in English and mathematics, where the school helps pupils prepare for the tests well. Coming from the country as they do, most pupils have empathy with living things and a good understanding of aspects of life processes. Standards in ICT are above average. Pupils achieve very well in this area and are particularly keen to use the new bank of laptops. Standards in religious education are what is expected for the age of the pupils.

6. All groups of pupils achieve well, and this indicates an improvement since the previous inspection, when older pupils did better than the younger ones. The pupils are served well in all areas of their learning by their key skills of speaking, listening, reading, carrying out calculations, and using computers, together with their confidence to tackle new work. The very small number of pupils recognised as gifted and talented in mathematics make good progress in their individual work. Pupils with special educational needs make similar progress to their classmates because the level of support in class is good and meets their needs effectively. There is no overall difference in the achievement of boys and girls.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour, personal development, relationships and attendance are a major strength of the school and are **very good**.

Main strengths and weaknesses

- Pupils' enthusiasm and their interest in lessons provide a very good foundation for learning.
- The school has high expectations of conduct, and behaviour is very good.
- The high attendance reflects the fact that the pupils are happy to come to school.
- There are very good opportunities for pupils to develop moral and social skills.

Commentary

7. There has been good improvement in pupils' attitudes to learning since the previous inspection. These are now very good, as is behaviour. Pupils are very keen to answer questions and contribute their own ideas to lessons. They listen with respect to others' viewpoints and show pleasure in the achievements of others. Pupils say that nearly everyone works hard. They work well in groups. For instance, in a drama lesson, pupils were very absorbed in devising Celtic legends and worked well together in their groups.

8. Pupils exhibit mature behaviour in most situations. They appreciate what is expected of them and are keen to comply. Pupils and parents say that there is no bullying and that behaviour is very good, and inspectors agree with these views. Pupils relish opportunities to do jobs independently. Older pupils help younger ones well. There have been no recent exclusions. Attendance is well above average and the school clearly encourages parents not to take holidays in term time.

9. Provision for pupils' spiritual, moral, social and cultural development is very good. There are good opportunities to develop spiritual awareness, and very good provision for moral and social development. Pupils are encouraged to think more deeply about various issues, such as the feelings of others, to talk about themselves, and to show concern and compassion about the problems they encounter. They have good knowledge and experience of their own culture, although they have less knowledge of our multicultural society. There are plans to set up links with schools in multicultural areas.

Attendance

Attendance in the latest complete reporting year 2003 (%)

Authorised absence		Unauthorised absence	
School data:	3.6	School data:	0.0
National data:	5.4	National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are good. Assessment is satisfactory overall, although some areas need improvement. The curriculum is good. The provision for pupils' care, welfare and health is good. Links with parents are good.

Teaching and learning

Teaching and learning are **good** in each part of the school.

Main strengths and weaknesses

- Staff plan very conscientiously to meet the wide age and ability range within the classes.
- The teaching of ICT is very effective.
- Occasionally, the use of worksheets and workbooks limits the development of pupils' recording skills.
- Assessment routines and the use of assessment information to inform planning are satisfactory overall, but too informal in non-core subjects.

Commentary

10. Teaching and learning in the Foundation Stage are good and have improved since the previous inspection. Children in the new Nursery group join those in Reception and are taught by a Nursery nurse under the management of the Year 1 and 2 teacher. Staff have good understanding of the learning needs of young children and make particularly good use of the small but good quality outdoor play area to extend their skills. Children settle quickly to school and become happy and confident learners.

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	12	1	0	0	0

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

11. The quality of teaching and learning in Years 1 to 6 is consistently good. This indicates that the teaching of Years 1 and 2 has improved and that for Years 3 to 6 it has been maintained since the previous inspection. Staff insist on high standards of behaviour and support pupils well. Pupils with special educational needs are treated sympathetically and their behaviour is managed well. This supports their full inclusion in all activities.

12. Teachers plan very conscientiously to ensure they offer a good level of challenge to groups of pupils of different age and ability within the two key stage classes. This careful planning ensures that pupils are generally offered tasks that move their learning forward well. Teaching in English and mathematics is good, because arrangements are flexible so that pupils work in different groups according to their ability. Staff are very aware of the wide ability range within the classes, which contain both gifted and talented pupils and those with special educational needs, in addition to a wide age.

13. Teachers have worked hard to extend practical learning and problem-solving activities for pupils of all ages. This is seen to particularly good effect in mathematics in Years 1 and 2, where pupils develop confidence to work in small groups with minimal supervision while staff work closely with other groups. However, quite a lot of use is made of worksheets and workbooks throughout the school to provide different levels of challenge to distinct groups. This usually works well, but such tasks do not always demand enough of pupils' recording skills and this limits the development of depth in their writing.

14. The teaching of ICT is very good. The part-time teacher with responsibility for this area is particularly enthusiastic in her approach and this rubs off on to the pupils, who are very keen when using computers. Very good use is made of resources to support learning in the subject and across the curriculum. The new bank of laptops, together with digital cameras and a microscope linked to a computer, is used frequently and effectively to support learning.

15. Assessment procedures are good in English, mathematics and ICT, and satisfactory in science. Assessments are regular and manageable in these subjects, and the information is used well to provide an appropriate level of challenge for different groups. However, assessment in other non-core subjects and in religious education is informal and often unsatisfactory. The lack of formal assessments makes it difficult for class teachers, subject co-ordinators and senior staff to track the progress pupils make. This has led to an overuse of worksheets in some subjects and tasks that sometimes do not demand enough of all pupils.

The curriculum

The quality of the school curriculum is **good** overall. It is extended through activities of very high quality outside lessons.

Main strengths and weaknesses

- The school provides an excellent range of enrichment activities, which stimulates pupils' interest in learning and enables them to achieve well.
- The 4Kando small schools cluster initiative, which is an outstanding model of good practice, enhances a broad and interesting curriculum.
- Provision for pupils personal, social and health education (PSHE) is very good.
- The use of ICT to enhance the curriculum is good.
- Pupils benefit from the use of community facilities to extend learning.

Commentary

16. The school provides pupils with good opportunities to learn and, as a result, they achieve well. All subjects of the National Curriculum and religious education meet statutory requirements, and sex and relationships education is taught to older pupils. Personal, social and health education is a strong feature of the curriculum, and circle time and assemblies are used well to explore feelings and attitudes, reinforcing the school's values and beliefs about the worth of individuals and their rights and responsibilities. The school has achieved the 'Healthy Schools' award and this has had an impact on pupils' attitudes to exercise and healthy eating.

17. Since the last inspection a new Nursery group has been established and, together with the Reception class, it provides an effective curriculum for the youngest children. Planning overall is good and takes account of the mixed age classes, so that pupils do not repeat or miss important elements of learning. Provision for pupils with special educational needs is satisfactory, and they achieve well, although individual education plans (IEPs) could be more precise. The introduction of a breakfast club and after-school club support learning and personal development well.

18. The curriculum is brought to life by an excellent range of enrichment activities, which stimulates pupils' interest. The 4Kando initiative has given the school exceptional opportunities to take part in activities usually denied to most small schools. For instance, it enables the school to take part in educational visits related to topics being studied across a range of subjects, and this has a great impact on pupils' experience and learning. All pupils take part in a variety of activities including orienteering events, and there are residential visits in Years 3 to 6. The schools work together to form a joint team for local schools' events, such as indoor athletics and music workshops, which are planned for different age groups. There are also opportunities for joint swimming galas, sports hall activities for older pupils, and singing festivals. In addition, there are visitors to school such as the local vicar, specialist dancers, and authors, and there are book fairs. After-school provision is very strong and is well supported by pupils, who are encouraged to take part to enrich their experiences.

19. The performing arts feature strongly in school life, extending the very good drama provision within the curriculum. Pupils have the opportunity to learn the recorder, which they play in concerts and at Christmas events, and older pupils take part annually, with other 4Kando schools, in performances of Shakespeare's plays. An example is 'A Midsummer Night's Dream', which was recently produced at a local theatre. Such performances not only enhance pupils' learning, they also help to increase their confidence and self-esteem. They are also very well received by parents and members of the local community.

20. The school accommodation is good and gives pupils scope to develop their skills, although the class bases are cramped. This makes the organisation of whole-class activities problematic at times, but staff overcome these challenges well. There is a small, designated ICT suite, which is also used as the library, and consequently much use is made of wireless laptops to boost access to ICT in classrooms. The school grounds are very well developed and attractive, providing a stimulating learning environment.

21. The local community has contributed to the building of extra rooms on the premises, and the school benefits greatly from using these during the day and for the before-school and after-school clubs. However, shared use means, for example, that staff need to work to overcome issues in storage of resources in the Nursery to ensure a stimulating learning environment for the youngest children at all times. The availability of the village tennis courts adjoining the school grounds is a great bonus for pupils, and enhances the teaching of the game. The school is well resourced and has used its funding particularly well to support ICT initiatives and to ensure good resources for effective teaching of the curriculum.

Care, guidance and support

22. Pastoral care is **good**, with good advice and good induction arrangements. There are **good** procedures for managing health and safety and child protection. Welfare provision is **good**.

Main strengths and weaknesses

- Pupils have very good, trusting relationships with adults in the school.
- Academic support and guidance are based on good statistical data in English and mathematics.
- There are good arrangements for the induction of pupils, including those arriving during the school year.
- The school council is highly regarded by pupils and parents.

Commentary

23. Teachers know the pupils well and take great interest in their progress. Pupils have very trusting relationships with adults and know there is always someone they can turn to if necessary. The assessment procedures enable teachers to give good advice and encouragement in core subjects. Pupils indicate how happy they are in the school, and parents confirm this. This is clearly a very good foundation for their work in school. Supervisory staff take a personal interest in the children and look after them well.

24. Pupils told inspectors how pleased they are with the way they had been introduced into the school, both in Reception and at later stages. Parents are also appreciative of such procedures. The elected school council meets twice a term and has a number of achievements to its credit, including playground equipment, an agreement to stick firmly to the allotted time for playtime, and changes to other aspects of school life. The quality of provision in this area has been maintained since the previous inspection.

Partnership with parents, other schools and the community

Links with parents are **good**, and **very good** with other educational institutions and the community.

Main strengths and weaknesses

- The excellent links with the cluster of local primary schools are of great benefit to the curriculum.
- The information provided for parents is good.
- Parents provide good practical support to the school.
- The school is at the centre of the village community.

Commentary

25. There are good newsletters, a very good prospectus, and a good annual report to parents. The annual reports to parents on their children's progress are comprehensive, although they are based on statement banks to some extent, which parents do not think are very personal. The reports contain targets but they do not measure progress against the expectations of the National Curriculum except in Years 2 and 6. Parents are supportive in many ways, raising funds through the parent/teacher association, helping in class, with homework and reading, and supporting sports. Parents are welcome in school, and the school is inclusive in that it provides information to separated parents. There are two consultation evenings and a variety of events that parents can attend. Parents are consulted about wider issues through questionnaires which are sent out annually and also on specific issues. Whilst some parents still feel inadequately involved, inspectors found no evidence to support this view.

26. Links with three other small local primary schools develop excellent partnership arrangements through the 4Kando cluster, and result in joint residential field trips. Pupils benefit from this initiative through competitive sports, an annual theatrical production, training for staff and governors, musical events and work on the curriculum. The 4Kando initiative has an excellent impact on partnerships with other schools and on pupils' learning.

27. The school is at the heart of the community and is involved in many events and initiatives. Older residents make regular visits for lunch with the pupils and use the ICT facilities to learn about information technology. The school uses freely the Parish Council's adjacent field and tennis courts; in return the school plays host to meetings, and many village events take place in the hall. Villagers help the school with spinning, reading, history, horticulture and other topics. Companies help with the loan of computers, computer information and information about packaging and healthy eating. Pupils entertain the elderly for lunch. They learn about inspiring lives at Southwell Minster, and support church services with their singing when requested. All these activities have a positive impact on learning. The overall quality of provision in this area has been maintained since the previous inspection.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **good**. The leadership of the headteacher is **very good**. The quality of management is **satisfactory**. Governance of the school is **good**.

Main strengths and weaknesses

- The headteacher provides a very clear vision for the future of the school and provides very good leadership.
- Co-ordinators' roles are underdeveloped.
- Governors have a good understanding of the needs of the school.

Commentary

28. The headteacher has very good knowledge and understanding of the school and provides very good leadership. He has created an ethos of mutual care, trust and respect which leads to pupils growing in maturity and self-assurance as they move through the school. They relish responsibility and carry out tasks with great care, especially with regard to the younger pupils. The headteacher shares his vision with staff, and a good professional relationship with them has helped in school improvement work, which is evident in the school at large.

29. Management is satisfactory overall. The school has good systems for checking how well it is doing in core subjects and uses these to identify its main priorities for improvement. The head and staff analyse the information from the results of the national tests for Year 2 and Year 6 to establish clear priorities for improvement. The school development plan fully reflects those priorities, and the school identifies staff development needs through effective performance management, to ensure that staff development relates closely to whole-school development issues.

30. Subject leaders have responsibility for checking the quality of teaching and learning in their subjects and for providing effective support to colleagues. Those responsible for the core subjects have some time to monitor their subjects, through the scrutiny of work and occasional lesson observations, and the results of these checks are used to identify specific priorities for development. Leaders of other subjects, however, have few opportunities to develop their strategic role and to ensure that assessment and monitoring are consistent and comprehensive.

31. Governance is good. Governors consider their own development needs and have linked with others in the 4Kando cluster to undertake training. They understand their role clearly and know the school well as they undertake a planned programme of focused visits. They work closely with the local community to develop amenities, such as the school/community room, which benefit both the school and the village. They have supported the introduction of the breakfast club and the after-school club as well as the newly-established Nursery. With the help of the headteacher, they analyse and understand the information the school receives about its standards as compared with those of all schools and of similar schools. This enables them to ask searching questions about how the school is tackling the challenges it faces in raising standards. They are fully involved in school improvement planning and in monitoring progress towards the targets the school sets for improvement. They ensure that all statutory requirements are fully met.

32. Staff and governors manage the budget well and monitor spending patterns carefully. They apply the principles of best value and have made changes to the contracts for grounds maintenance so as to ensure that the school gets the best possible value for money. The school benefits from much higher income per pupil than is average, although this is a usual feature of small schools, and these funds are used well. Day-to-day management of the school is efficient. The teaching and all non-teaching staff work very closely to ensure that a calm and orderly climate is maintained at all times, and this contributes well to the learning environment.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	219,321
Total expenditure	199,628
Expenditure per pupil	4,753

Balances (£)	
Balance from previous year	18,540
Balance carried forward to the next	19,693

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. Provision for children in the Foundation Stage is good overall, which represents a similar picture to the that at the last inspection. The recent establishment of the Nursery group means that children now begin school on a part-time basis when they are three years old. They enter school with average attainment, but there is a wide range and several children have higher levels than expected. All children achieve well because the teaching is good. There is challenge and high expectation in lessons, with different activities to match the needs of individuals. Good planning, based on the six recommended areas of learning, provides activities that are designed to weave together the various aspects. The Foundation Stage co-ordinator liaises well with the talented Nursery nurse who is assigned to the children. Monitoring of progress is good because assessment across all areas of learning is careful and ongoing. Children are prepared well for transfer from the Foundation Stage into Year 1. The overall accommodation is good, but some indoor areas are cramped and the new Nursery area needs to be developed to provide a stimulating learning environment.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children achieve well.
- Supportive relationships are established well.

Commentary

34. This area of learning is well taught, with the result that by the end of the Reception year the children have reached the expected levels, and a good proportion of children exceed this goal. The good role models provided by adults help children understand what is expected of them, and they conform to the high expectations. Children are interested and eager in their learning, are able to stay on task for long periods of time and are motivated to succeed even when not directly supervised. The adults constantly encourage children and praise their efforts so that they feel successful. Staff intervene when necessary with good questioning, which extends learning, and they encourage the children to take a pride in their work. There is consistency in routines so that children know to put up their hands, take turns and listen to others. They share well and are caring of each other, and the classroom environment fosters the development of respect, courtesy and independence. There are very supportive relationships, both with adults and with other pupils in the mixed age class, so that the children feel secure and confident to seek help when required.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teaching is good, especially in fostering enjoyment in reading.
- Teachers and support staff take every opportunity to develop children's language skills through a range of varied activities.

Commentary

35. Teaching in communication, language and literacy is good. Children make good progress, and most meet expectations in this area by the time they enter Year 1. They listen well, and strong features of teachers' planning are attention to constant questioning, explanation, and activity designed to widen the children's vocabulary. Adults continually talk to children and give them imaginative activities which help them to think and choose appropriate language to describe what they are doing.

36. Books are readily available and children take them home regularly to be shared with adults. They enjoy books and understand how to use them. Teachers read stories and poems dramatically, so that the children listen avidly and are drawn into the imaginary world they depict. Children make good progress in sound and letter recognition, learning through rhymes, sound and picture games. They have opportunities to write, and emergent writing is a feature of their activity from the time they begin school. Higher attaining children in the Reception class write sentences independently and make good attempts at spelling words on their own. Staff ensure that pencils and crayons are held correctly and that letter formation is accurate.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good and ensures that pupils make good progress.
- Teachers plan a wide range of activities to ensure that children achieve well.

Commentary

37. Teaching is good in this area of learning. Teachers plan a range of interesting practical activities to promote mathematical understanding. The children persevere even when they find learning difficult, so they make good progress and attain the goals expected for their age. Most are able to count to 10 and some can count to 20 and beyond. They sing rhymes to help them, and teachers' questioning is designed to develop number concepts further. The children have opportunities to write numbers, are able to match objects to numbers and do simple addition and subtraction sums, using numbers to 10. Adults constantly use a variety of mathematical words in many incidental ways to help develop the development of vocabulary. Pupils recognise two- and three-dimensional shapes and are beginning to develop an understanding of their properties.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Teachers make good use of the local environment and community to stimulate learning.
- Children are familiar with and confident in their use of computers.

Commentary

38. Teaching is good. Good provision extends children's knowledge and understanding well so that they make good progress and are on course to reach the levels expected of them by the time that they reach Year 1. Teachers stimulate children's curiosity and enhance their understanding well by exploring topics such as 'materials', 'why we have light', 'our village' and 'growing'. For example, children planted 20 beans and dug one up daily to see what changes had occurred. Older

village residents come into school and talk to the children so that they learn about life in the past. The children look at objects such as old toys and utensils to reinforce their understanding. They walk around their village and begin to think about their place in the community. Religious festivals, both Christian and from other faiths, are celebrated, so that the children begin to consider their own cultures and traditions and those of others. They have the opportunity to use computers, quickly becoming confident in using the mouse and in working with different programs.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children are encouraged to make the most of outside play experiences.
- All children benefit from well-planned activities in the hall.

39. Children enjoy physical activity both indoors and out and make good progress, so that they reach the expected goals when they enter Year 1. They have good access to the high quality outdoor play area and use it well, making the most of opportunities for physical development. The outdoor resources are good, with ride-on toys, prams, a playhouse and some low-level climbing equipment available. Provision of a sturdy, adventure climbing-frame would benefit the children's physical development further. In lessons in the school hall, children pay good attention and are responsive to teachers' expectations. They respond well to stimuli such as bubbles and follow them around, trying to alternately catch and dodge them. They move naturally in different directions, use space well and are imaginative in their activity. The children have a good understanding of the need for care when moving together in a large space, and an understanding of how their body reacts to exertion. They develop fine skills when they use scissors, thread beads, build with construction toys, and they handle paintbrushes, crayons and play-dough confidently.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good planning gives many opportunities for creativity in a variety of situations.
- Children are aware of the expectations and produce careful work.

40. The activities planned in the Reception class allow for children to develop their language and imagination well so that they make good progress and reach the expected goals in this area. Role-play is encouraged, and there is a well-stocked dressing up area, so that children develop their imagination. For example, they can become café staff or take part in re-enactments of traditional tales such as 'Jack and the Beanstalk'. Children have opportunities to paint and to colour, to make collages with fabric and paper, and to use scissors, glue and paint to make models. They use tools well and quickly learn how to handle paint and glue efficiently. They sing in a variety of situations and enjoy using instruments to accompany their songs and to make music.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Overall provision in English is **good**. This has been maintained since the last inspection.

Main strengths and weaknesses

- Pupils make very good progress in reading.
- Writing skills are not as well developed as other aspects of the subject, and this is a continuing focus of attention.

Commentary

41. Interpretation of results in national tests is difficult because of the small numbers in each year group. Pupils' results in reading and writing, in 2003, were above those of all schools nationally and above those of similar schools in both Year 2 and Year 6. Over the past three years, test results in Year 2 have been fairly consistent in reading but more mixed in writing. However, the very high standards achieved last year indicate that the focus on improvement in this area is having effect. The overall test results in Year 6 have also varied widely over recent years. The results were in the top five per cent nationally in 2000 but average in the following two years. The results in 2003 rose again to well above the national average. However, the progress made by this year group and the one before was disappointing when compared with their better performance in the Year 2 tests. Nevertheless, the variation in test results is largely due to the small number taking the tests each year, and to some pupils entering the school in Years 3 to 6, which makes comparisons with other schools unreliable.

42. Pupils start school with attainment in line with expectations. They make good progress throughout their time in the school, so that by Year 6 they are working at levels above average in their class work. Pupils with special educational needs make good progress and achieve well. They are well supported by teachers in class, and efforts are made to raise their attainment by carefully planned work and good encouragement, although individual education plans are sometimes vague.

43. Overall standards in speaking and listening are good in both key stages. Pupils enter school with expected levels in speaking and listening. They make consistently good progress, with the result that by Year 6 they can explain themselves and their thoughts clearly and succinctly, confidently displaying a good command of language. There are some very exciting opportunities to develop speaking skills in drama activities. Staff work hard to help pupils extend their vocabulary by:

- focusing well on the development of listening skills;
- encouraging them with many enrichment activities and experiences;
- modelling very good language opportunities.

44. Pupils achieve very well in reading because of the commitment and enthusiasm of staff in promoting this area of learning. Most pupils clearly enjoy reading in their day-to-day life and are keen to share books with one another. Standards are well above average. Older pupils enjoy a range of authors and traditional myths, and clearly benefit greatly from the exposure to classic writers such as Shakespeare. Pupils read with good understanding and are taught to take note of punctuation so that they use expression well. By Year 2, they discuss stories and are able to make predictions, and by Year 6 they make good attempts at inference and deduction. Effective strategies have been introduced to raise standards, including:

- very good teaching of phonics, so that pupils have confidence in building simple words from an early age;
- daily opportunity for guided or individual reading;
- exposure to very good texts, including poetry, to foster a love of books;
- encouraging parents to support reading at home.

45. The school has recognised that achievement in writing has not been as good as in other aspects. There is now a clear focus on improving writing, and teachers build on previous learning throughout the whole school. Pupils in Year 2 are making good progress and the standard of their writing is above average. Letters are well formed and neat, and pupils are using a joined script in everyday writing. Throughout Years 3 to 6, pupils continue to make good progress, so that by the end of Year 6 written work is of a good quality in the subject. Factors that have influenced good developments in writing include:

- a range of teaching styles;
- clear marking procedures so that pupils know what to do to improve;
- very good opportunities to use a range of genres.

46. The school continues to develop strategies to improve writing. Pupils are given good opportunities to write at length, and staff are beginning to extend these across the curriculum so that writing becomes a good focus of many topic-based activities. However, the use of photocopied worksheets sometimes hinders this development. Assessment is generally good and the tracking of progress is being refined.

47. Teaching in the lessons seen during the inspection was good overall, with some very good teaching. Evidence from lesson planning and assessment, and from pupils' work and discussion with them, confirms that teachers benefit from the school's commitment to the National Literacy Strategy. There is humour in lessons and good behaviour management by teachers, so that relationships are strong. The co-ordinator provides good leadership and management, and his monitoring and observations help to improve the quality of teaching and learning.

Language and literacy across the curriculum

48. Pupils use language skills well when they have opportunities for discussion, although this could be developed further. Whilst pupils are encouraged to read for information, the limited library facilities limits this and greater use has to be made of ICT. Extended writing is not a strong feature in other foundation subjects, and teachers do not make the most of topic writing to reinforce skills learnt in literacy lessons.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Standards are above average and pupils' attainment is good.
- Teaching is good and meets the wide range of ability well.
- The co-ordinator does not have enough opportunities to monitor and evaluate the quality of provision across the school.

Commentary

49. Standards at the end of Years 2 and 6 are above national expectations and pupils achieve well. These findings indicate that standards have improved in Year 2 and have been maintained in Year 6 since the previous inspection. National test results in 2003 for Years 2 and 6 show that attainment was in the top five per cent of schools both nationally and when compared to those with similar proportions of pupils entitled to free school meals.

50. Pupils have good understanding of numbers and are usually very secure in their calculations. They also have good understanding of shapes, space and measures. All pupils in Years 1 and 2 enjoy using what they know to play a game of 'shape lotto'. This involves identifying the

appropriate shapes when the teacher describes their properties, including those with ten sides. Because pupils are secure in their basic understanding, they are able, and often keen, to carry out a good range of tasks by using and applying what they know in a range of increasingly difficult problems.

51. Teaching and learning are good. Staff are very aware that within the small cohorts there is an extremely wide range of ability, and they work diligently to meet the needs of all pupils. Groupings of pupils are flexible so they can work with older or younger ones according to their ability. There is a very small number of pupils identified as gifted and talented in mathematics. This provides challenges for the staff to meet the needs of such pupils, which they do well, and there are specific extension activities organised by the 4Kando cluster.

52. Work for the older pupils is often worksheet-based and ensures an appropriate level of challenge, but staff also give such pupils individual help to ensure that they understand what they are doing and are not stumped by difficult words. Work in Years 1 and 2 has two distinct approaches. There are many good practical problem-solving activities that are often not recorded. This does not always help assessment, and staff are wisely beginning to consider how to record more of this work without taking the emphasis away from the practical strengths of the tasks. Staff also make wide use of worksheets and workbooks that sometimes do little to help pupils to develop their own recording skills. Assessment is good overall and staff are tracking the progress made in a systematic manner. However, the marking of pupils' work is often brief and does little to inform pupils what they have done well and specifically what they could do to improve.

53. Leadership and management of the subject are satisfactory. The co-ordinator liaises closely with colleagues to ensure that planning is secure and resources available. However, there have been very few opportunities for her to monitor and evaluate the quality of teaching or of pupils' work throughout the school on a regular basis. Similarly, there has been little evaluation of the quality of teaching she provides. This lack of monitoring makes it difficult to identify where further improvements can be made.

Mathematics across the curriculum

54. Pupils use their mathematical skills well in other subjects, including science and design and technology. There are also suitable opportunities in history and geography, and good use is made of ICT to extend mathematical understanding, especially when handling and representing data.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Good use is made of the extensive school grounds to support learning.
- The co-ordinator does not have enough opportunities to monitor and evaluate the quality of teaching and learning.

Commentary

55. Standards are above average by the end of Year 2 and Year 6, and all groups of pupils throughout the school achieve well. These findings reflect those seen in the previous inspection of the school. The comparison of attainment between year groups and with schools nationally is difficult because of the small cohorts of pupils. Teacher assessments in 2003 of pupils in Year 2 indicate that standards were above average, with particular strengths in pupils' understanding of life

and living processes. The results of national tests at the end of Year 6 in 2003 indicate that standards were average when compared to those of all schools and similar schools. A point of note is that this same group of pupils did much better in English and mathematics where they had been carefully prepared for national tests.

56. Inspection findings show that there are strengths in pupils' understanding of life and living processes. This is well illustrated in the high level of interest and care taken by most of the younger pupils when observing mini-beasts in the school grounds. Most pupils also have a good understanding of materials and their properties and physical processes. Almost all are able to make careful observations, and they conduct experiments and investigations with good understanding for their age.

57. The quality of teaching is good. Good use is made of local resources, including the extensive and interesting grounds around the school. Work is very carefully based on national guidance and on a rolling programme that takes account of the fact that pupils are in one class for four years. Staff plan activities to meet the needs of pupils with widely ranging abilities, including those with special educational needs. There is a good level of challenge in the tasks, and good use of scientific vocabulary. There is also good use of ICT resources, including a digital camera and microscope linked to the computer, which is used well to record what pupils have observed. However, for younger pupils occasionally the use of photocopied worksheets does not encourage them to record their findings in their own words, and this limits the development of pupils' writing skills. Occasionally, staff miss the opportunities to stress safety and moral issues when using the school grounds. Assessment is satisfactory, and staff are keen to develop the tracking of progress further to ensure that all pupils make the anticipated progress.

58. Leadership and management of the subject are satisfactory. The co-ordinator has good subject knowledge and understanding, and shares this well with colleagues when discussing planning issues. However, she has very few opportunities to monitor the quality of teaching and learning across the school. Whilst there has been some evaluation of pupils' work, this has been infrequent and has lacked evaluative rigour in identifying areas for further improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**, and this is an improvement on the last inspection.

Main strengths and weaknesses

- Very good teaching has ensured very good achievement for pupils.
- Assessment procedures are strong.

Commentary

59. Evidence from lessons seen, from the scrutiny of work and of teachers' planning, and from talking to pupils shows that there is very good provision overall. By Year 2, pupils' attainment is above national expectation and good progress is maintained, so that by Year 6 standards are above those expected of eleven year olds. Pupils are eager to learn; some make very good progress, and all, including those with special educational needs, achieve very well. Since the last inspection, national funding has allowed for improvement in resources and staff training, and this has had a very good impact on the teaching of ICT skills throughout the school.

60. Teaching is very good and the school's ICT scheme is used very well to ensure good progress in learning the skills of word-processing, graphics, data handling, control, monitoring and modelling. Lessons dedicated to the acquiring of these skills take place weekly, and pupils are enthusiastic and very well motivated. They respond well to the high expectations of teachers, are confident working alone or in pairs, when they give each other good support, and have opportunities to use their skills

to enhance other work. From the time they enter school, pupils use the Internet to find out information and add this to knowledge gained from first-hand experience so that they can produce quality work in a variety of ways. Teachers use the good assessment procedures effectively, to show what pupils need to do next to make progress.

61. The knowledgeable and enthusiastic co-ordinator provides very effective and enthusiastic leadership in the subject and has worked very hard to raise the profile of ICT in the school. She encourages pupils to practise touch-typing, which enhances their word-processing skills. Resources are very good and are well used in classes and in the suite.

Information and communication technology across the curriculum

62. Information and communication technology is used to consolidate other learning in English, mathematics and science, where graphs and data-handling opportunities are exploited well. The digital microscope is used well in science and art, and the digital camera is used by all age groups. Pupils use the Internet to investigate topics in history and geography and have a developing understanding of the advantages of such research.

HUMANITIES

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The specialist teaching of both classes by the subject co-ordinator ensures good curriculum coverage.
- Assessment in the subject is informal, and the subject co-ordinator does not have enough opportunities to monitor and evaluate provision in the subject.

Commentary

63. Standards are in line with what is expected for the age of the pupils and they achieve satisfactorily, as was noted in the previous inspection. The school successfully combines elements of the locally Agreed Syllabus for religious education with aspects of national guidance for the subject. In line with this good guidance, staff focus not only upon aspects of Christianity but also upon an appropriate range of other world faiths. Staff occasionally invite visitors to school and have good links with the local church. However, pupils have had few opportunities to talk to those with differing beliefs or to visit other places of worship. Their knowledge and understanding of other faiths is therefore sometimes a little narrow, and this affects the progress made and the quality of pupils' learning.

64. Teaching in the subject is good. The teaching of the youngest pupils is effective because they are encouraged to recognise what is important and special to them, so that they can identify what is important and special to others. Tasks are well planned to match pupils' understanding and well linked to their own ideas, feelings and experiences, with carefully planned activities that lead sequentially from one to another. Good use is made of resources, including pictures and books to extend learning. There are good cross-curricular links with other subjects, including art. However, the sample of pupils' work indicates that all pupils in Years 3 to 6 undertake the same or very similar activities. Tasks that are open-ended allow all to achieve their best, but some tasks do not make enough demands on the recording skills of older pupils.

65. Leadership and management of the subject are satisfactory overall. The subject leader has been successful in raising the profile of the subject across the school. As she teaches both classes of pupils, she has appropriate opportunities to monitor the quality of work produced. However, there has been little monitoring by anyone else, and this has allowed a lack of challenge to occur in some recording tasks.

Geography

66. Work in geography was sampled. Only one lesson was observed, so an overall judgement on provision cannot be made. Work samples indicate that standards are average by the end of Years 2 and 6 and that pupils achieve satisfactorily. By Year 6, pupils have a sound knowledge of the continents of the world and the location of important mountain ranges, such as the Himalayas, and river systems such as the Nile and the Amazon. They study the Indian continent, considering and contrasting life in different environments, such as comparing a child's life in Chembakolli with their own. They learn about the British Isles and the local River Trent Basin. They develop mapping skills from an early age, and, by Year 2, clearly enjoy plotting environments such as drawing maps of their village. They visit the locality and begin to learn about it, noting its important features. In the one lesson observed, pupils were using reference books to learn about life on the island of St Lucia. Visits to places of interest, both locally and further afield, enhance the subject. The co-ordinator recognises the need to develop monitoring and assessment procedures further.

History

67. Work in history was sampled. No lessons were seen, so an overall judgement on provision cannot be made. Work samples indicate that standards are average by the end of Years 2 and 6 and that pupils achieve satisfactorily. By Year 6, pupils have learned about the Ancient Greeks, Tudors, and life in Victorian times. Year 6 pupils writing about architecture consider why it is good to preserve buildings from the past. They also learn about famous Victorians and begin to understand their impact on our life today. Pupils in Year 2 relate the events of the Great Fire of London with some accuracy, and write a diary in the style of Samuel Pepys. Visits to places of interest and visitors to school, as well as the use of objects from the past, such as old toys, help to bring history to life and motivate pupils well. The history co-ordinator understands the needs of the subject, especially with regard to the further development of monitoring and assessment procedures and closer links with literacy targets.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

68. No art and design lessons took place during the inspection so it is not appropriate to make judgements about overall provision in the subject or the quality of teaching and learning. The scrutiny of a full sample of pupils' work and the work on display indicates that a satisfactory curriculum is in place. In Years 1 and 2, pupils take part in a good range of activities that include paper and textile collages and weaving. However, in Years 3 to 6 there is less evidence of imaginative work in two and three dimensions, and some of the work produced lacks creative flair. In pupils' sketchbooks, some of the sketching and observational work of the younger pupils is better than that of the older ones. As in other subjects, the co-ordinator has few opportunities to monitor the quality of teaching or pupils' work across the school. As a result, pupils do not make secure progress in learning basic skills in art from year-to-year. Assessment is very informal and does not highlight whether pupils make continuous progress.

Design and technology

69. No lessons were observed during the inspection, and it is therefore not possible to make secure judgements on the quality of provision, standards or teaching and learning. The careful scrutiny of pupils' work indicates that a satisfactory curriculum is in place and that there are strengths in the quality of pupils' evaluations of the projects they have undertaken. For instance,

when producing a range of money containers and slippers, older pupils are able to identify the success or otherwise of their choice of design or materials and of their making skills. There is good use of ICT resources, especially in Years 1 and 2, to record the tasks they have completed and the quality of their work. However, assessment in the subject is very informal and there are few opportunities for the co-ordinator to monitor the quality of provision across the school. This makes development of the subject difficult.

Music

70. No music lessons were observed during the inspection, so it is not possible to judge the quality of provision in the subject. From talking to pupils and discussion with the co-ordinator, it is clear that pupils enjoy a range of activity based on the progressive scheme used throughout the school. Pupils have the opportunity to sing, both in class and in assembly, to compose music, and to listen to the works of famous composers. In Years 1 and 2 they listen attentively to a range of music, so that by the end of Year 2 they confidently express their response to compositions through art and language. They use a range of untuned percussion instruments and collaborate well when they produce a percussion accompaniment for 'Toy Story 2'. Their informal notation is clear and consistent. In Years 3 to 6, they use both untuned and tuned percussion and compose music, painting with sound. From Year 1, pupils have the opportunity to learn the recorder, and they perform in concerts and in whole-school singing sessions. Pupils are encouraged to sing and take part in performances, such as the Christmas and summer concerts. The co-ordinator recognises the lack of a specialist in the school and works hard to support staff. Monitoring and assessment procedures are informal and are an area to be developed further.

Physical education

71. It was possible to observe only one lesson during the inspection, and it is therefore not appropriate to make judgements on the overall quality of provision, teaching and learning. In the lesson observed, Year 1 and 2 pupils made good progress in developing expression in movement, using music and paper ribbon streamers as stimuli for their work. Planning is secure in all aspects of the curriculum and the school makes good use of high quality local facilities, such as the adjoining tennis courts and a tennis coach who works with older pupils. For a small school, there is a very good range of extra-curricular activities. These are well supported by the 4Kando cluster, which provides additional sporting and competitive activities for the pupils to enjoy and which effectively helps to develop skills in a wide range of activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. This area was sampled, so no judgement was made on the quality of provision. However, pupils' recent work shows that the subject makes a good contribution to their personal development. All required areas are covered, including aspects of citizenship. In this work, older pupils have considered the role of parliament, moral dilemmas, and whether there is a need for rules and laws in society. Younger pupils have found out more about their friends. A group of mixed ability pupils take part in weekly activities entitled 'Socially speaking' to improve their social and speaking and listening skills. Parents are pleased with the quality of these activities, which they and inspectors believe help pupils develop social and moral awareness.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

EXAMPLE OF OUTSTANDING PRACTICE

Example of outstanding practice

The school is part of the 4Kando local cluster of small primary schools, which provide excellent opportunities to extend pupils' learning in a range of activities, including the arts.

Four small primary schools work closely as a group to extend the learning opportunities for their pupils. They are especially conscious of the value of offering pupils more opportunities to compete in academic, artistic and sporting activities and to develop wider friendships. The group offers an excellent range of activities, including the opportunity to take part in productions of Shakespeare plays, such as 'Macbeth' and 'A Midsummer Night's Dream'. There is an orienteering day and sessions for pupils who are recognised as gifted and talented in mathematics. There are regular sporting activities and competitions, and shared training days for staff and governors. With the National College for School Leadership, the cluster has acted as a pilot for small schools, including the development of a strategic planning group. All these activities have a very beneficial impact on the quality of work of the staff and pupils by widening the range of experiences, extending friendships and providing challenge for further development.