

INSPECTION REPORT

HOPE PRIMARY SCHOOL

Hope Valley

LEA area: Derbyshire

Unique reference number: 112566

Headteacher: Mr G North

Lead inspector: Mrs S E Hall

Dates of inspection: 16th – 18th May 2005

Inspection number: 267069

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:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	43
School address:	Edale Road Hope Hope Valley Derbyshire
Postcode:	S33 6ZF
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Peel
Date of previous inspection:	8 th June 1999

CHARACTERISTICS OF THE SCHOOL

Hope Primary School is in a small rural village school in the Hope Valley within the Peak District of Derbyshire. With 43 pupils, it is much smaller than average. Mobility in and out of the school is now in line with national averages, although a considerable proportion of pupils left following parental concerns about the school around the time of the previous inspection. The proportion of pupils entitled to free school meals is slightly below the average. Census information indicates that the socio-economic context of the school is largely average. A very tiny proportion of pupils is from a minority ethnic heritage and one pupil speaks English as an additional language. The proportion of pupils with special educational needs is below average, and most involve moderate learning difficulties. One pupil has a statement of special educational need. On entry to the school, children have skills which, although variable, are generally average for their age. The school participates in the Leadership Development Strategy and the School Sport Co-ordination Programme, and receives support from the Small Schools Fund.

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 Special educational needs English as an additional languages
9619	Mr R Miller	<i>Lay inspector</i>	
32168	Mrs A Keen	<i>Team inspector</i>	English Information and communication technology Geography History Modern foreign language Music Religious education Foundation Stage curriculum

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school with several good features. All pupils are welcomed and fully included in all activities. Standards are above average at the age of seven but below average at eleven. Overall, pupils achieve satisfactorily. Teaching and learning are satisfactory, as are leadership and management. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Hard working and conscientious staff have improved the organisation of school activities.
- At the end of Year 2 standards are above average.
- The pastoral care and support of pupils are good.
- Standards at the end of Year 6 are below average.
- The use of assessment information to meet pupils' differing needs requires improvement.
- Monitoring and evaluation of the work of the school lack rigour and are underdeveloped.
- The management of behaviour is not consistent or fully effective.
- Curriculum enrichment is good, with a good programme of visits and visitors.
- The school has very good links with local schools.
- The Foundation Stage curriculum does not provide enough practical learning activities.

The school has made satisfactory improvement since the previous inspection, which was at a time of significant parental concern. A considerable proportion of pupils left the school, and new staff had to work very hard to win over disgruntled parents. There has been good improvement in ICT, and in developing links with parents, and a corporate approach with governors. There has been satisfactory improvement in developing independent learning, assessment and the use of homework, but not enough improvement in the monitoring and evaluation of the work of the school or in standards.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	B	E	E	E*
Mathematics	E	E	E	E*
Science	E	E	D	E

Key: A – well above average; B – above average; C – average; D – below average; E – well below average, E – the lowest five per cent of schools.*

Similar schools are those with similar percentages of pupils eligible for free school meals.

Achievement in the school is **satisfactory**. Children enter the school with a wide range of ability, which overall is average for their age. They make satisfactory progress in the Foundation Stage and achieve the goals expected for their age. In Year 2, pupils achieve satisfactorily overall, and in some lessons they achieve well. The current Year 2 pupils are generally a higher attaining group than some other cohorts, and none has recognised special educational needs (SEN). Standards at the end of Year 2 are currently above average in reading, writing and mathematics. However, standards in Year 6 are below average in English, mathematics and science. Standards in Year 6 have often been well below average in recent years, as a result of the small number of higher attaining pupils and a larger proportion of pupils with SEN. Pupils in Key Stage 2 achieve satisfactorily. Throughout the school all groups of pupils achieve equally well.

Provision for personal development, including that for spiritual, moral, social and cultural development, is **satisfactory** overall. Pupils' attitudes to learning and their behaviour are satisfactory, although occasionally the behaviour of older pupils is not good enough and they do not act as good role models to the younger ones. Attendance is satisfactory but is affected by the number of families who take holidays in term time. Punctuality is very good.

QUALITY OF EDUCATION

The quality of education is **satisfactory** overall. The quality of teaching and learning is **satisfactory**. The teaching of children in the Foundation Stage is satisfactory. They are warmly supported and encouraged to take a full part in all activities within the mixed-age class. Teaching in Years 1 and 2 is satisfactory overall and sometimes good. Teaching in Years 3 to 6 is consistently satisfactory. Teachers explain things well to pupils and encourage all, including those with SEN, to play a full part in activities. However, throughout the school the over-reliance on commercially produced materials limits pupils' interest in activities and the development of their independent learning and writing skills. Assessment procedures are satisfactory, but the use of assessments to inform planning is unsatisfactory and teachers too often plan work for a whole year group irrespective of the different individual needs of the pupils.

The curriculum is satisfactory overall. The school makes good provision to enrich learning and makes use of visits and visitors to enhance skills. There are also very effective links with other local schools. The day-to-day curriculum is satisfactory and French is taught to older pupils. Planning for the two-, three-, or four-year age range for different activities is very conscientiously done. Staff are dedicated and hard working and ensure that all aspects of the National Curriculum are carefully planned, but they miss opportunities for innovative approaches and to bring learning to life. The curriculum for children in the Foundation Stage does not meet their needs for practical and structured play activities well enough. Provision for the care, health and safety of pupils is good. Links with parents have considerably improved over the last four years and are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The headteacher is conscientious and has worked with considerable commitment to the school to help it move forward from difficult times. He provides quiet and well-considered leadership and has developed a much more corporate approach to working with governors and staff. Governance of the school is satisfactory. Governors are now very supportive of the school, although at times they are too reliant on the headteacher for information. Governors meet the statutory requirements placed upon them. Management of the school, including that of school finances, is satisfactory and it runs smoothly and efficiently. However, the monitoring of the work of the school lacks evaluative rigour, is underdeveloped, and is unsatisfactory.

PARENTS AND PUPILS' VIEWS OF THE SCHOOL

Links with parents are satisfactory overall. The school has good relationships with several parents who are very supportive of activities. However, a minority of parents do not appear to value how hard the staff work and feel they are not well informed and consulted. Inspectors believe that information to parents and their involvement are satisfactory. The pupils generally like school and making friends.

IMPROVEMENTS NEEDED

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

- Continue to raise standards in Years 3 to 6.
- Make more effective use of assessment information to match the level of challenge in work to pupils' abilities.
- Extend monitoring and evaluation procedures so that the headteacher and subject co-ordinators are able to make informed decisions about provision across the school.
- Enhance the curriculum for children in the Foundation Stage to include more practical and structured play activities.
- Ensure that all staff manage the behaviour of older pupils effectively and consistently.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupil's achievement is **satisfactory** throughout the school. Standards in Year 2 are above average and those in Year 6 are below average.

Main strengths and weaknesses

- Standards in reading, writing, mathematics and science are above average at the age of seven.
- Standards in English, mathematics and science are below average at the age of eleven.

Commentary

1. Children enter the Reception group and work alongside Years 1 and 2. On entry to the school their early skills and experiences are wide ranging but average overall. Most are confident within school but few have a wide and mature vocabulary. Children make satisfactory progress in Reception, although activities are not always planned most effectively to meet the learning needs for this age through practical activities and structured play. However, children are well supported, settle well and are keen to do as their older classmates do. By the time they enter Year 1 most have achieved the targets set for their age in all appropriate areas of their early learning.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.6 (16.4)	15.8 (15.7)
writing	15.4 (17.0)	14.6 (14.6)
Mathematics	18.2 (15.8)	16.2 (16.3)

There were 5 pupils in the year group. Figures in brackets are for the previous year.

2. In small schools, comparison within and between groups and with other schools is difficult because of the very small numbers in some cohorts. In the national tests in 2004, pupils in Year 2 attained standards that were above average in reading and writing, both when compared to all schools and in relation to those with similar proportions of pupils entitled to free school meals. Pupils did even better in mathematics, where standards were well above the average. In the previous year standards had been more variable, being well above average in writing, above average in reading but below average in mathematics. Inspection findings are that standards in Year 2 are above average in reading, writing and mathematics.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	24.0 (24.0)	26.9 (26.8)
mathematics	24.0 (24.0)	27.0 (26.8)
science	27.6 (27.0)	28.6 (28.6)

There were 10 pupils in the year group. Figures in brackets are for the previous year.

3. When considering the achievement of pupils in Year 6 it is necessary to note that a large proportion of pupils left the school in recent years because of family concerns about the quality of education offered. For instance, school records show that in some cohorts pupils in Year 2 did well in national tests but that a group of pupils left, all of whom, for instance, had achieved at the higher

levels in the mathematics tests they had taken. Similarly, pupils in other years also left the school, largely denuding it of potentially higher achieving older pupils. This has had an impact on the overall standards achieved by older pupils. However, with a more representative intake in the last four years, standards are beginning to rise.

4. In the national tests in 2004, pupils in Year 6 attained standards that were well below the national average in English and mathematics when compared to those of all schools, and in the lowest five per cent of schools with similar features. In science, standards were slightly better, but still below average when compared to those of all schools and well below the average of similar schools. There has been a pattern of very low standards in each of the last four years, except in English in 2002, when pupils did well. Inspection findings are that standards are currently below average at the end of Year 6 in English, mathematics and science. The majority of the year group are working close to the levels expected for their age but few are working at the higher levels.

5. Throughout the school, standards in speaking and listening are average for the age of the pupils. Whilst most are happy to speak to each other, some older pupils do not make much effort to answer teachers' questions or become involved in discussions. Standards in reading and writing are above average in Year 2, where most pupils read and write competently and with an understanding of the conventions of grammar and spelling. In mathematics these pupils have good understanding of numbers, shapes and measures, although they have less well developed skills in problem-solving. Standards in Years 3 and 4 are largely average but by Year 6 standards are below average in several key subjects. This is because in Years 5 and 6 there is a higher proportion of pupils with average or below average skills, and few pupils of higher ability. Older pupils have limited skills in writing imaginatively or with accuracy. In mathematics these pupils have reasonable understanding of numbers but less developed problem-solving skills.

6. Standards in information and communication technology (ICT) and religious education are largely average for the age of the pupils across the school. The school now makes improved use of computers to support learning across the curriculum, which has a beneficial impact on standards.

7. The achievement of all groups of pupils across the school is satisfactory. In Years 1 and 2 pupils make satisfactory progress, and good progress in some individual lessons. However, learning is limited in some areas, including writing, by an over-reliance on commercial and teacher-produced worksheets. Similarly in Years 3 to 6 the reliance on workbooks, particularly in mathematics, does little to motivate pupils or develop their independent learning. On too many occasions tasks are the same for all pupils within a year group. Whilst there are differences in the work produced, both in quantity and quality and the amount of support offered to complete work, the setting of similar tasks does not always ensure that pupils attain the highest levels they are capable of. There is no significant difference in achievement between boys and girls, those who have SEN, and the very small number of pupils who speak English as an additional language. All of these groups achieve satisfactorily. No pupils are identified as gifted and talented in any specific area. Standards have been maintained in Years 1 and 2, but have fallen in Years 3 to 6 since the last inspection. Given the changes in some cohorts, overall improvement has been satisfactory.

Pupils' attitudes, values and other personal qualities

Behaviour is **satisfactory**. Pupils' attitudes are **satisfactory**. The development of pupils' spiritual, moral, social and cultural development is **satisfactory**. Attendance is **satisfactory**. Punctuality is **very good**.

Main strengths and weaknesses

- Younger pupils show better attitudes and behaviour than their older peers.
- Most pupils show an interest in school life and a willingness to take responsibility.
- Pupils generally enjoy good relationships with each other and see the school as their community.
- The action the school takes to promote good attendance is not rigorous enough.

Commentary

8. Pupils' behaviour is satisfactory overall but has dipped since the previous inspection, when it was good. Most pupils, particularly those in the Reception group and in Years 1 and 2, behave well most of the time. There is a number of older pupils, however, whose behaviour is at times unacceptable and they are not good role models for younger children. Pupils are given support and most make satisfactory progress in their behaviour over time. However, a significant minority of parents do not think behaviour is good. Inspection findings support this view and the school has to develop a consistent approach in dealing with instances of poor behaviour and emphasise and praise good behaviour. It has recognised the need to constantly review behaviour management, to consult with parents and pupils, and to ensure consistency among staff in their application of sanctions and rewards issued to pupils. Anti-bullying is a strong theme in personal, social and health education (PSHE) and is discussed in School Council meetings, but issues the pupils are aware of are not always reflected in their actions. There have been no formal exclusions in the past academic year.

9. Pupils' attitudes, both to learning and to each other, are satisfactory. Pupils are clear that if there are any problems between pupils, the school will act quickly and in most cases effectively. Pupils aged six years or younger say teaching is good and teachers help them when they get stuck with their work. These younger pupils showed good attitudes to learning in lessons.

10. Older pupils feel that their individuality and independence could be recognised and developed more by the school. Those spoken to welcomed opportunities to show initiative and take responsibility, whenever possible. A secure, trusting framework is established in most activities, and relationships are mostly good. Reminders of what is right and wrong in the way of conduct are displayed throughout the school and most, though not all, pupils practise what is preached. This in turn increases their confidence and self-esteem. The school makes good provision to develop social skills by encouraging them to be full and active participants in activities in school and the wider community.

11. The higher than usual authorised absences are mainly because an increasing number of parents take family holidays during term time and because one pupil attended sessions elsewhere. The school does not always give a clear enough message to emphasise the importance of regular attendance. However, the majority of parents are co-operative in ensuring that their child attends school regularly and punctually.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.6	School data	0.1
National data	5.1	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 **satisfactory** overall. Teaching and learning are **satisfactory**, as is the curriculum. The provision for pupils' care, welfare, health and safety is **good**. Links with parents are **satisfactory**.

Teaching and learning

Teaching and learning are **satisfactory** across the school. Assessment procedures are **satisfactory** but the use of assessment information to inform planning is **unsatisfactory**.

Main strengths and weaknesses

- Teachers encourage and support pupils well in lessons.

- Teachers plan very carefully to meet the needs of different year groups, but the use of assessment information is not effective in ensuring the best match of task to individual ability.
- The teaching of children in the Foundation Stage does not make enough use of practical learning and structured play activities.
- Teachers make too much use of commercial worksheets and workbooks, which do little to interest pupils and which limit independent learning.

Commentary

12. No overall judgement was given in the previous inspection about the quality of teaching but this appeared to have been good. Since this time the quality has dipped a little and is now satisfactory, with no very good or excellent teaching observed in this inspection. At times the staff 'play safe' with activities, which on occasion would benefit from a more imaginative approach based upon practical learning.

Summary of teaching observed during the inspection in 14 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	4	10	0	0	0

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

13. Teaching in the Foundation Stage is satisfactory. The class teacher and support staff warmly encourage the children and support them effectively so that they settle well, develop positive attitudes and try hard. Staff are very keen to develop provision but, as a relatively recently appointed team, they have not yet had the time or resources to make the area fully effective. The Reception group work alongside the Years 1 and 2 pupils in the mixed-age class. The support of a teaching assistant enables the class teacher to focus upon the older pupils. The introductions to most lessons that the Foundation Stage children are a part of, and some of the main tasks, incline towards the early stages of the National Curriculum and sometimes these activities are too formal. For instance, too much emphasis falls on copying writing rather than developing independent writing skills. There is not enough focus specifically on practical activities or learning through structured play. As yet the classroom is not an ideal base for practical learning and staff are considering how best to develop such activities.

14. Teaching in Years 1 and 2 is satisfactory and is good in some areas, including English. Teaching in Years 3 to 6 is consistently satisfactory. In the mornings Years 3 and 4 are taught together, with Year 5 and 6 in a separate group. In the afternoons they work as a whole class. All staff explain things well to pupils, and with the older pupils good use is made of the interactive whiteboard to show, for instance, how to measure the angles of certain shapes. All staff are extremely conscientious in planning activities, which they do assiduously to reflect the areas of work and levels appropriate to the individual year groups. The level of challenge in pupils' work is satisfactory overall but could at times be better matched to pupils' ability.

15. Assessment procedures in the school are generally satisfactory, particularly in English, mathematics and science, although there is room to develop more formalised assessments in other subjects, including ICT. However, the use of this information to shape planning is unsatisfactory. Different activities are linked by shared introductions and closing summaries to lessons, but main activities do not always match the wide ability range within a specific year group well enough. Some cohorts have quite a wide ability range, and the staff do not yet make sufficient use of assessment information to match the level of challenge to the ability of the pupils in activities with mixed-age groups. The marking of pupils' work is satisfactory but could inform pupils how to improve their work more effectively.

16. Throughout the school, staff rely too much on commercial or teacher-produced worksheets or workbooks. Whilst these are suitable when staff are giving specific support to other groups, the overuse of these materials limits independent learning. Pupils do not learn well enough how to

record their findings in their own words or to carry out open-ended problem-solving and investigative activities. Discussion with pupils indicates that they think some lessons are 'really boring'. This is reflected in their limited attempts to offer answers in discussions or in not presenting their work neatly enough. Teachers do not make best use of staff who support older pupils with SEN. Sometimes these members of staff rightly stand back from close support in order to encourage independence in the pupils. At such times, however, staff appear to do little in terms of formally monitoring and evaluating the quality of work produced and are therefore ineffective in supporting learning.

The curriculum

The school provides a **satisfactory** curriculum based on a broad and balanced range of subjects. The provision for enriching the curriculum through a range of interesting extra-curricular learning activities is **good**. The resources are generally **satisfactory**. The accommodation has some limitations, especially for the children in the Foundation Stage, but is satisfactory overall.

Main strengths and weaknesses

- The school provides good opportunities for the pupils to participate in sporting activities and the arts.
- The outside facilities for the children in the Foundation Stage are unsatisfactory.
- Pupils are very well prepared for the next stage in their education through extensive contact, and visits, with the local secondary school.

Commentary

17. The overall quality and range of opportunities offered to the pupils is satisfactory. The curriculum is appropriately based on national guidelines. The headteacher checks the coverage of the subjects taught. However, the school day for the oldest pupils is an hour shorter than the recommended time for Years 3 to 6 each week. The use of ICT has improved significantly since the last inspection; pupils receive their entitlement, although the subject is not yet taught in other subjects sufficiently well. Planning in the Foundation Stage is linked to the six areas of learning and the early stages of the National Curriculum. A suitable programme of PSHE is planned to meet requirements and ensures that pupils have an introduction to these aspects of the curriculum. Provision for pupils with SEN is satisfactory, although the work of some educational care officers is not fully effective.

18. A strong feature of the curriculum is the thought and effort put into ensuring that pupils have a smooth transition to their new secondary school. Teachers from Hope Valley College visit the school and teach the children. Pupils visit the college before they are due to start in September. Teachers spend time and effort ensuring that pupils remain with their friends and that the experience is as beneficial to the pupils as possible.

19. The school provides a good range of extra-curricular activities to enhance the pupils' learning. This is a strength of the curriculum. Sporting and physical activities include clubs such as the football club. Pupils are also able to take part in regular musical and artistic activities. A specialist music teacher works with pupils who express an interest. A series of residential and outside visits has been arranged, such as The European Day of National Parks, a visit to the Whitehall Outdoor Activity Centre, and music festivals and farm visits. The school also receives interesting visitors. For example, musicians play Indian music and members of the fire service explain their work.

20. The school has sufficient appropriately qualified teachers to provide for pupils' needs, and teaching assistants support the staff in their teaching. The resources are adequate to provide an appropriate education. However, the accommodation has some limitations, as there is no hall and no specific facilities to provide suitable outdoor activities for children in Reception.

Care, guidance and support

The school provides good care for all pupils' welfare, health and safety. The quality of support, advice and guidance is **good**. There are **good** arrangements to involve pupils in the life of the school by valuing and acting on their views.

Main strengths and weaknesses

- Good induction arrangements support pupils when they join the school.
- Pupils have good and trusting relationships with most adults in the school, who support them well.
- Pupils are able to work and play in a healthy and safe environment.

Commentary

21. The overall good quality of pastoral care of the pupils has been maintained since the previous inspection. The school building is kept in a clean condition and provides a safe and healthy environment. Regular health and safety checks and a building maintenance programme identify and rectify promptly any hazards. There are effective procedures for dealing with accidents, and a good number of personnel trained in first aid. Accidents are accurately recorded and analysed on a regular basis to identify and remedy the cause and frequency of any incidents. Health and safety have been continuously improved since the previous inspection. Pupils say they enjoy the freshly cooked school meals, and healthy options are always available. However, the organisation of supervisory staff is not effective in helping pupils develop good table manners and appropriate mealtime behaviour.

22. Relationships are generally strong because pupils are listened to. Parents say that most staff treat their children fairly and encourage them to become mature. Academic support and guidance are effective, as is the guidance for pupils' personal development. Good attention is given to the progress of individual pupils and this information is used to set targets. This is an improvement since the last inspection.

23. Pupils are comfortable about approaching individual teachers and most support staff for help or guidance to meet their needs. However, pupils express concerns about how a small number of support staff address them and their behaviour. This was observed during the inspection and is an area for the school to tackle. Pupils say they get help from teachers when they are stuck, and overall are satisfied with the school and what it provides. The effective child-protection procedures are fully understood by adults in the school. The designated teacher has recently undertaken training, and links with outside agencies are good. The teachers know the pupils and their families very well, are mostly sensitive to their needs, and are therefore able to provide good support and guidance. There are good arrangements to get to know children before they start at the school. Parents agree that the induction procedures for both themselves and their child are a positive feature of the school.

Partnership with parents, other schools and the community

The partnership with parents is **satisfactory**. Links with the community are **good** and those with other schools and colleges are **very good**.

Main strengths and weaknesses

- The educational links with other schools and the transfer arrangements of pupils are very effective.
- The school does too little to involve parents through seeking, valuing and acting on their views.
- There are good procedures to deal with any concerns or complaints parents may have.
- Provision of information to parents is good.
- The school forms an integral part of the local community and has productive links with it.

Commentary

24. The links with parents and the community have considerably improved since the last inspection. Parents are satisfied with what the school does. They say that they feel comfortable about approaching the school, that their children are well taught, and that staff expect hard work from their children. The majority of parents make a contribution by supporting their child's learning at home. However, a number of parents do not feel their views are sought often enough. Inspection findings support the concerns of these parents in relation to consultation about school improvement, and the school recognises the need to develop this important aspect of school life. Several parents also say that the school is not led and managed well. Inspectors consider that the leadership and management of the school are satisfactory. The headteacher is always available at the beginning and end of each day to deal with any concerns or complaints that parents may have. This informal contact ensures that most problems are dealt with swiftly and effectively.

25. Parents are kept well informed about the school through the prospectus, regular newsletters and school notice boards. Parents appreciate the opportunities to discuss their child's progress at the formal meeting with teachers. A helpful end-of-year academic report, containing targets to help progress, accompanies this meeting. This is an improvement since the last inspection. The Friends of Hope School are actively involved in raising money for the school by organising events.

26. The partnership with its consortium of schools is very effective and includes good transfer of information when pupils leave the school in Year 6. This includes very good arrangements to transfer information about pupils with SEN. The very good partnership with other primary schools, and with the nursery and pre-school group, ensures that all children quickly settle into school routines after induction. There are very good arrangements for shared professional development and curriculum activities. The school is actively involved in several locally shared initiatives to improve standards. A music school uses the premises at weekends and a good number of visitors come into school, for example, to give recorder tuition. Regular outside visits make a good contribution to pupils' social and cultural development. The school actively seeks out the skills and resources that are available locally, in an effort to strengthen governance, decision-making and pupils' learning.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are **satisfactory**. The governance ensures that all statutory requirements are met. The leadership of the headteacher and of the governing body is **satisfactory**, but the role of other staff as subject co-ordinators is underdeveloped and **unsatisfactory**. **Sound** management of the day-to-day running of the school ensures that it runs smoothly.

Main strengths and weaknesses

- The headteacher and governors are working very hard to improve the leadership and management of the school and to develop a corporate process to lead the school forward.
- Staff receive good opportunities to develop their professional knowledge.
- The role of the subject co-ordinators in monitoring the quality of education provided is not sufficiently developed to make an impact on standards.

Commentary

27. The headteacher has worked very hard since taking over the position and has made many improvements to the school. The quiet but purposeful way in which he works has successfully enabled the school to move forward from a time of great difficulty. He has a sound grasp of the direction required to further raise standards and improve the work of the school. In this very small school the headteacher has often been able to support staff informally when necessary. Satisfactory systems to monitor the quality of education are in place but lack sufficient evaluative rigour to ensure that staff are adequately aware of improvements which need to be made across the school. The school improvement plan outlines the focus for the future but is not precise enough to provide detail to ensure that those improvements are made in all areas of the school. The role of the subject co-ordinators is not yet strong enough to give them a clear understanding of the strategic planning for their subjects across the school. Staff meet regularly to discuss issues and are successfully strengthening their knowledge as a team.

28. The contribution of the governing body has improved significantly since the last inspection. The many new governors are working hard to improve their role and to make certain that they provide direction for the school. They ensure that all statutory requirements are met. They have established a clear performance management policy and operate the system effectively, with a focus on the school's priorities. They are well aware of the school's strengths and are developing a deeper understanding of improvements that need to be made. The governing body supports the headteacher effectively and is becoming increasingly confident in questioning decisions in order to make the leadership of the school more rigorous. Governors have been particularly effective in checking the validity of all decisions related to a new classroom. They are aware of the need to raise standards, and they have recently taken on specific roles to help monitor the quality of teaching so that a more effective system of monitoring and evaluating the quality of education can be developed.

29. The school day runs smoothly, and staff and pupils are generally clear about procedures. Satisfactory strategies for self-evaluation are in place. The school is now analysing results of tests so it can identify trends and track pupils' progress over time effectively. The headteacher observes the teaching in classes, but the system is not rigorous enough to detect the weaknesses in teaching and to act adequately to raise standards, especially in English and mathematics. Staff have clear responsibilities, but new staff particularly have not had time to establish their roles fully. Professional development within the school is good; staff have been able to update and improve their knowledge well through courses and support from the headteacher.

30. Finances are managed satisfactorily and the school runs smoothly on a day-to-day basis. The governing body works with the headteacher to monitor the budget, and the finances are independently audited. The headteacher ensures that satisfactory value for money is achieved and is starting to improve the use of best value principles through practices such as competitive tendering for services.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	202,144.00
Total expenditure	182,977.00
Expenditure per pupil	3,812.00

Balances (£)	
Balance from previous year	700.00
Balance carried forward to the next	33,886.00

OTHER SPECIFIED FEATURES

Modern foreign languages

French

Provision for French is **satisfactory**.

Main strengths and weaknesses

- The volunteer teaching French is passionate about the subject and is eager to convey an interest to the pupils.

Commentary

31. As no lessons were seen during the inspection, a judgement cannot be made on standards or teaching. French is taught by a well qualified volunteer. He aims to convey an interest in and love of the language to the pupils. The lessons teach the language through a mixture of grammar, games and activities. Enjoyable games engage pupils and consolidate their learning well. They talk enthusiastically about eating snails and preparing French food, and they are developing a good knowledge of aspects of the culture. They enjoy the stories told by the volunteer and appreciate the use of drama to help understanding.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

32. The children's attainment when they enter the Reception year is broadly average for their age. However, as there are so few children this varies from year to year. The quality of teaching in the Foundation Stage (Reception) is satisfactory, and the children's achievement is therefore satisfactory by the end of the Reception year. Most children are likely to attain the Early Learning Goals in the six areas of learning by the time they enter Year 1. Staff work very hard for the benefit of the children but have not yet managed to organise the learning to provide most effectively for the very wide range of ages and needs in the mixed Reception and infant class.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Children participate well as part of a group, understanding that there are agreed codes for behaviour.
- Opportunities are missed for the children to develop their independent learning.

Commentary

33. The quality of teaching and learning in this area is satisfactory, as is the children's achievement. Teachers and teaching assistants have good relationships with the children and the children are happy to comply with expected codes of behaviour. Children with SEN are effectively included in the activities and staff are very aware of their needs. One of the strengths of this area is the children's concentration; they will sit quietly when this is appropriate. They respond well to significant experiences such as using a programmable robot to learn more about control technology. When making Charoset for the Jewish Passover, they learn about other belief systems effectively, which extends their personal development well. However, they spend too much time using worksheets, which restricts their independent writing and does not always allow for individual learning.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Children systematically learn the sounds that letters represent and how to form letters correctly.
- Children do not have enough opportunities to practise the early stages of trying to write independently.

Commentary

34. Children experience careful and systematic teaching in this area of learning. They are learning to form letters accurately and the sounds they represent. As a result of useful teaching they are learning to use sounds well to build words. Children spend too long copying writing rather than trying to create their own words and sentences when they are ready. They are able to sustain

interest well and to be attentive for long periods of time. In conversation, they are able to respond accurately to what they have heard, by making relevant comments. Children's reading is being developed effectively; they enjoy stories and understand the nature of books and terminology such as author and illustrator. Overall, teaching, learning and achievement are satisfactory.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- The children learn to count to 10 and to record and recognise numbers well.
- Children do not spend enough time involved in practical mathematical activities.

Commentary

35. The children's achievement in mathematics is satisfactory. Good emphasis is placed on learning numbers, especially the early stages of addition and subtraction. Children are supported very well and with help are learning to count to 10 effectively. All children have the opportunity to take part fully in activities during the sessions. The quality of teaching and learning is satisfactory in the area of mathematics. When teaching involves the children in practical activities, such as fishing for numbers, it is good. But children spend too much time on pencil-and-paper activities, which do not extend their learning well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Children are beginning to know about their own cultures and those of others.
- Children spend too much time following the National Curriculum, rather than learning through 'doing' as suggested by the guidelines for the Foundation Stage.

Commentary

36. Overall, the quality of teaching and learning in this area is satisfactory and the children's achievement is sound. When the children are involved in practical activities, such as making food, the teaching is good. However, too much time is spent on using worksheets, which are often aligned to the work of the older children in the class. Children are learning to use the computer well, printing their names and their drawings, for example. Children are developing a good knowledge of their own and others' cultures and belief systems.

37. No physical activity lessons were seen during the inspection but staff use the classroom to provide children with opportunities for **physical development**. These are often limited, owing to lack of space. Staff work hard to provide an appropriate curriculum, but playtimes are not always as stimulating as they could be for the Reception children, and the outside is not organised to best effect for them. Children have access to equipment such as bats and balls so they can choose to play independently, but they have no wheeled toys or climbing equipment on a regular basis. Children use a selection of simple tools and small equipment to develop their fine manipulative skills effectively. Children's **creative development** is promoted through interesting activities, including leaf prints and pastel drawings. Role-play areas are created to give children more opportunities to develop their imagination. Children are able to play in the sand tray, for example, to explore their own ideas.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 2 are above average and these pupils achieve well.
- Standards at the end of Year 6 are below average.
- Assessments are not used well enough to provide for pupils' individual needs in lessons.
- The role of the co-ordinator is not sufficiently developed to monitor the quality of teaching and learning.

Commentary

38. Standards in English by the end of Year 2 are above average and pupils are achieving well. By the end of Year 6 standards are below average. The school is small and consequently the difference in the natural abilities of small cohorts affects the results each year. In the past the school lost several high attaining pupils, which offers some explanation of the low results. The achievement of pupils in the current Year 6 is satisfactory.

39. In Year 2, standards in speaking and listening and reading are above average and those in writing are in line with national expectations. Pupils in Years 1 and 2 are developing a good grasp of the sounds that letters represent and use that information well to help them write new words. Most pupils in Year 2 understand the conventional use of capital letters and full stops. However, pupils spend too much time copying writing rather than trying to create their own text. In group reading sessions, pupils read enthusiastically and discuss the stories confidently. They generally listen attentively. Teachers question the pupils well, so that they have a chance to express their ideas and develop their speaking skills. Handwriting is legible and good attention is paid to forming letters correctly. Overall, teaching and learning by the end of Year 2 are generally good and have the potential to improve further.

40. In Year 6, standards in reading are average and those in speaking and listening and writing are below average. Pupils are learning to use varied and interesting language to make their writing more exciting and creative, although currently work is often at a below average level and grammatical conventions are not always secure. They are beginning to assess their own work and that of others so that they are able to understand how to improve their writing. Speaking and listening skills are generally developing well; pupils are confident in delivering a presentation but do not consistently use a mature and descriptive vocabulary. By Year 6, pupils generally read fluently. The interactive whiteboard is used effectively with the older pupils to help them understand tasks and organise their thoughts. Overall, in Years 3 to 6, teaching and learning are satisfactory and the pupils achieve satisfactorily in relation to their ability.

41. Because the role of the co-ordinator is underdeveloped, the quality of teaching and learning is not monitored sufficiently well. Lessons are planned in line with national guidance but planning in English does not always cater for children's different abilities. Too often, tasks are the same for a whole group of pupils regardless of their ability. Assessments are comprehensive and results are analysed, but the findings are not used well enough in lessons to provide for individual pupils' needs. Individual targets are given to pupils, so certain areas for development are identified well. Information and communication technology (ICT) is used to support learning when possible, although the limited accommodation means that the computers are not always available.

42. This is a small school and the numbers of pupils change every year. Therefore, comparing data is not always relevant or accurate. However, standards by the end of Year 2 since the last inspection have been maintained. In Year 6, pupils attained very low levels compared to those of similar schools. This is partly due to higher attaining pupils moving away from the school and also to previous teaching.

Language and literacy across the curriculum

43. Speaking and listening skills are being developed well in some classes, so pupils have good opportunities to present their ideas. However, the older pupils in particular are not always taught to listen sufficiently well. Literacy is often used well in other subjects, including history and geography, and drama is sometimes used, for example, to help pupils to learn about religions and beliefs. Language and literacy are generally used well in other subjects, and this has a positive impact on standards.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 2 are above average but those in Year 6 are below average.
- Throughout the school, pupils have secure understanding of numbers, shape and measures.
- An over-reliance on commercial worksheets and workbooks limits pupils' independent learning and problem-solving skills.
- The subject co-ordinator does not have enough opportunities to monitor the quality of provision across the school, which makes it difficult to identify areas for improvement.

Commentary

44. Because of the very small number of pupils in individual year groups, caution must be applied when making comparisons between groups and when contrasting standards with those in other schools. For instance, in 2004 there were only five pupils in Year 2, none of whom had identified SEN, whereas of the ten pupils in Year 6 several had recognised learning difficulties.

45. The 2004 national tests taken at the end of Year 2 show that standards were well above both the national average and the average for schools with similar proportions of pupils entitled to free school meals. However, in 2003 standards were below average. Inspection findings are that standards are above average for the age of the pupils. All of the current cohort are on course to achieve at least the expected levels, but relatively few pupils are working securely at the higher levels.

46. The 2004 national tests for pupils in Year 6 tell a different story, with standards being well below the average for all schools nationally and within the lowest five per cent of schools with similar features. Exactly the same picture was seen in the previous year, and standards have been consistently well below average for the last four years. When pupils' prior attainment is considered, they appear to have made very poor progress from Year 2. However, a significant factor in considering standards in Year 6 is that a large proportion of pupils in different cohorts left the school. Of one group of seven pupils who left, all had achieved the higher levels in Year 2. Whilst other children have since joined the school, there are few higher attaining pupils in the Year 5 and 6 cohorts. Inspection findings are that standards are below average for the age of the pupils. However, there are signs of improvement from some previous years. Most pupils are working close to the expected level but with few higher attaining pupils.

47. Across the school, pupils have reasonably secure understanding of numbers. They carry out mental and oral activities with generally satisfactory skill and confidence. Most work through calculations involving a growing degree of difficulty, and produce reasonably accurate answers when using measures of length, weight, time and money. The majority of pupils also have reasonable understanding of shapes, with older ones able to work out the perimeter and area of shapes of different sizes. Whilst standards are higher in Year 2 than Year 6, all pupils achieve satisfactorily in relation to their natural ability and they make satisfactory progress. Different groups of pupils, including boys and girls, those with SEN and the very small number speaking English as an additional language, make similar progress and achieve satisfactorily.

48. The quality of teaching and learning is satisfactory across the school. Teachers plan very carefully for linked but different tasks for individual year groups. This planning is very conscientiously done and closely reflects the national guidance for numeracy. Teachers also explain things clearly, with the most effective parts of lessons being the introduction and closing discussion. However, planning and class organisation do not take sufficient account of the range of ability within a particular year group. Whilst there is a difference in the type of support offered and the amount of work produced, the setting of the same or very similar tasks for all pupils within a cohort does not always meet individual needs well enough. Staff do not organise enough cross-year activities where groups of similar abilities work together in order to provide more challenge in some activities. Assessment procedures in the subject are suitable but the information available is not used to best effect to organise activities that contain the highest appropriate level of challenge.

49. There is an over-reliance on the use of commercial or adult-produced worksheets and workbooks. Older pupils say this does little to interest them in mathematics. This manner of organising activities also limits the amount of open-ended, problem-solving activities the pupils take part in. On too few occasions pupils are set a challenge and have to develop strategies to find out how to achieve a suitable answer.

50. Leadership and management of the subject are satisfactory overall. The co-ordinator as headteacher has a good knowledge of assessment data and the issues related to the standards achieved. He analyses pupils' performance and ensures that staff are informally supported and that they all attend in-service training opportunities. However, he does not have a good enough grasp of provision in Years 1 and 2 and has not monitored teaching and learning across the school rigorously enough to identify specific areas for improvement. As co-ordinator, he has not sought actively enough to introduce more open-ended problem-solving activities into the curriculum. Standards have been maintained in Year 2 since the last inspection but have fallen in Year 6; however, given the changes in cohorts, overall improvement has been satisfactory.

Mathematics across the curriculum

51. The development of mathematical skills across the curriculum is satisfactory. Information and communication technology (ICT) is used satisfactorily in the subject. Good use is made of the interactive whiteboard in the introductions to some lessons, but more use could be made of it by pupils to motivate and interest them in the subject.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 2 are slightly above average.
- At the end of Year 6, standards are below average.
- Staff do not plan enough open-ended, experimental and investigative activities where pupils find things out for themselves.
- The co-ordinator does not have sufficient opportunities to monitor the quality of provision across the school.

Commentary

52. In the previous inspection of 1999, standards in science throughout the school were broadly in line with what might be expected. Since this time there have been a lot of changes in the make-up of different cohorts of pupils. Care must be exercised when comparing standards from year to year, because of the small size of cohorts. The 2004 teacher assessments for pupils in Year 2 indicate that all pupils reached at least the expected level and that a well above average proportion of pupils was working at the higher levels. Inspection findings are that standards are above average for the age of the pupils.

53. National tests in 2004 for pupils in Year 6 indicate that although standards were below average when compared to those of all schools and well below average when compared to schools with similar features, standards were slightly higher in science than in English and mathematics. However, test data indicates that over the previous three-year period standards were consistently well below the national average and the average for similar schools. Inspection findings are that standards are below average for the age of the pupils. Throughout the school all groups of pupils achieve satisfactorily in relation to their natural ability.

54. Across the school, pupils have reasonable factual understanding of different areas of science. As country-based children, many have a natural interest in life and living processes, including the life cycles of animals and plants and the conditions needed to thrive. Most pupils in Year 2 have above average understanding of aspects of this work. Throughout the school, pupils also have reasonable understanding of materials and their properties and of physical processes. The skills of the pupils in planning and carrying out experiments and investigations are not at a very high level, as several do not have the confidence or organisational skills to work through problems in a thoughtful and considered manner.

55. Teaching and learning in science are satisfactory across the school. Teachers explain things well to pupils. They ask a good range of questions, not only to identify what pupils know but also to move learning forward. However, few older pupils make enough effort to volunteer what they know and so make discussions lively and interesting. In Years 3 to 6 there are a few good examples of recording in the pupils' own words, simply using appropriate headings to set out their work. This is praiseworthy and staff are wisely considering extending such procedures.

56. An overall weakness in teaching that has an impact on standards increasingly as the pupils get older is the limited number of opportunities they are given to develop confidence and skills in experimental and investigative activities. There are not enough open-ended opportunities for pupils to plan, conduct and evaluate a specific task. The sample of recent work shows that, on too many occasions, pupils work on the same or very similar tasks as all others in their year or the whole key stage. Many activities appear teacher-led, and recording formats are too often based on commercial or teacher-produced worksheets. This limits the further development of writing skills and the ability to use scientific vocabulary. Whilst ICT is used by older pupils to research areas of their learning, there is less evidence of the use of ICT in Years 1 and 2.

57. The leadership and co-ordination of the subject are underdeveloped and unsatisfactory. The co-ordinator has not had any opportunities to monitor and evaluate the quality of learning in Years 3 to 6 and therefore across the school. This makes it very difficult for her to identify strengths or areas for development within the subject and has allowed the overuse of worksheets to occur unrecognised.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- The headteacher has worked hard to improve the provision since the last inspection.
- Assessment is not yet well established.
- The role of the co-ordinator in monitoring the quality of teaching is underdeveloped.

Commentary

58. The use of ICT has improved considerably since the last inspection. Pupils use computers and technological devices such as the roamer competently and regularly. Standards achieved by the pupils throughout the school are satisfactory, which represents good improvement since the last inspection.

59. Pupils enjoy working on the programs available. By the end of Year 2 they are confident in using the computers and controlling the mouse. They are able to amend their work and are beginning to understand how to change the font, for example. During the inspection they were able to enter information on graphs and are developing an increasing ability to save their work. In Year 6, pupils are familiar with the use of the computers to research information. Through good connections with the local secondary school, pupils have been able to extend their skills to operate control devices and sensors.

60. Overall, the quality of teaching throughout the school is satisfactory. Tasks are generally planned well and staff are familiar with the software. The work is based on national guidelines. Consequently pupils have a suitable variety of experiences, and appropriate coverage of the subject is provided. Overall, pupils' attitudes to learning are good when using the computers. Levels of concentration are usually good, so the pupils persevere with the tasks.

61. The leadership of the subject is sound. The co-ordinator has provided support for the rest of the staff and opportunities for their professional development in the subject. Consequently, staff are generally able to support and guide the pupils well. However, the role of the co-ordinator is underdeveloped in monitoring the quality of the teaching, and assessments do not yet measure pupils' individual progress and attainment. Resources have been improved since the last inspection. The school now has an interactive whiteboard, which is used effectively to support pupils' learning.

Information and communication technology across the curriculum

62. Information and communication technology (ICT) is used satisfactorily in other areas of the curriculum. However, it is not used extensively. When the younger pupils use the computers to aid their mathematical learning, it is effective. Pupils learn word-processing skills, which supports their drafting work in English. Owing to the limitations of the accommodation, at times the computer suite is not available, thus limiting the educational value of the computers.

HUMANITIES

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy finding out about the major faiths.
- The quality of teaching and learning is not sufficiently well monitored.

Commentary

63. The standard of pupils' work is in line with the standards expected for their age by the end of both key stages. Most of the work is taught through topics. Pupils experience a broad and balanced programme of activities based on the locally Agreed Syllabus. They are introduced to an appropriate variety of faiths, such as Islam, Judaism and Christianity. Consequently, pupils learn about and become interested in a broad spectrum of beliefs.

64. Pupils know a variety of stories from the Bible, including Moses in the bulrushes and The Creation and the stories are used effectively to increase their understanding of Christianity. To increase their understanding of different belief systems, pupils in Years 3 and 4 were introduced successfully to a lesson to help them understand how Muhammad's words and action affect the way Muslims lead their lives. Such activities help pupils extend their understanding of other cultures well, which is an asset to their learning and personal development.

65. Overall, teaching and learning are satisfactory in this subject. Consequently, pupils' achievement throughout the school is satisfactory. However, the role of the co-ordinator is underdeveloped. The quality of religious education is not yet sufficiently well monitored to judge the effectiveness of provision and the level of pupils' progress.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Teachers use questions well to encourage pupils to think carefully about what they are learning.
- The role of the co-ordinator is underdeveloped.

Commentary

66. Geography is taught with regard to national guidelines, and planning covers the requirements of the National Curriculum. Standards are in line with national expectations by the end of Year 2 and Year 6. By the end of Year 2, pupils are learning about map-making and are capable of creating signs and symbols relating to their maps. Teachers often pose good questions to make pupils think and increase their understanding of their work. By the end of Year 6 most pupils are able to read simple coordinates on maps and they are learning to calculate distances on maps. Again staff make good use of questions, not only to check understanding but also to attempt to involve some pupils who offer little.

67. Teaching and learning are satisfactory in geography, and pupils achieve satisfactorily. In the best lessons, teachers remind pupils of their earlier work. They explain to pupils what they are going to do in that lesson and review what has been learnt at the end of the lesson. Achievement is generally sound. However, the co-ordinator does not monitor the quality of teaching and learning well enough to identify areas for improvement.

68. As no **history** lessons were seen during the inspection, no judgements can be made on this subject. However, the subject is planned in line with national recommendations, including topics such as the Anglo-Saxons, invaders and settlers. Good emphasis is often placed on the comparison between the present and times in the past. Year 2, for example, look at kitchens today as compared to those in the past. Pupils have studied famous people from the past, including

Florence Nightingale, Louis Braille and George Stephenson. Topics are organised in a cycle so that pupils do not repeat the work. Teachers take good opportunities to develop the pupils' literacy skills in their history lessons, but presentation of the children's work is often not as good as it could be.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. No lessons were observed in **art and design**, but pupils' recent work indicates satisfactory coverage of the different aspects of the art curriculum. The sample of work and that on display indicate that the quality is generally better for the older than younger pupils. The work produced by younger pupils is often at a fairly simple level and could be improved with more specific teaching of the basic skills of drawing and painting and other creative techniques. Pupils have opportunities to work with a suitable range of media, including clay, with some good examples of coil pots. Work is well displayed around school and that of the older pupils is sometimes of a good standard, as seen in pictures of irises in the style of a well-known artist. However, work in older pupils' sketchbooks indicates that drawing skills shown in portraits are not sufficiently developed. Facial features are not well positioned and point to a need for improvements in basic drawing techniques. The subject makes a satisfactory contribution to the development of pupils' cultural understanding. Assessment in the subject is largely informal, as are the leadership and management of the subject. The co-ordinator has had few opportunities to monitor and evaluate either the standard of work produced or the quality of teaching and learning in the subject. This makes it difficult to identify weaknesses in the teaching of basic skills.

70. In **design and technology** pupils are covering all the required areas of the curriculum, although not always in enough depth. No lessons were observed, but the sample of pupils' work and that widely displayed around the school show that there are strengths in the making skills of older pupils; the planning and evaluation strands of the curriculum are not as well developed. Clear links to the art curriculum show in the development of pupils' modelling skills when making masks with papier-mâché and pictures developing decoupage. Good links with other curriculum areas include science. For example, older pupils use construction materials to make fairground rides that work with battery power. Some of the work of the younger pupils, however, shows less flair and imagination in the design process or in the use of a wide range of materials. As in several other subjects, assessment and the role of the subject co-ordinator are informal and underdeveloped.

71. It is not possible to make a judgement on the provision for **music** as no lessons were seen during the inspection. Pupils cover the requirements of the curriculum. They use a variety of both tuned and untuned instruments, combined with their voices, to create sounds. In assemblies, pupils are encouraged to listen to music as they come in and attention is drawn to the instruments playing. They are encouraged to sing to the taped accompaniment but the singing is sometimes quiet and lacking apparent enjoyment. Pupils have good opportunities to learn musical instruments by working with peripatetic music teachers. Most children are learning to play the recorder, which is often taught by a volunteer helper. They are able to demonstrate their musical skills in events such as Harvest and in school assemblies. Pupils are learning to appreciate a variety of music from different cultures, including the Indian music created by visitors to the school.

72. No lessons were observed in **physical education**. As the school has no hall or large indoor space, this is a subject that the school has to work hard to deliver according to the requirements of the National Curriculum. The school makes suitable arrangements to use the local church hall for two terms a year for gymnastic and dance activities. In the summer term, staff make use of the school yard and the extensive school field for games and athletics activities. Pupils also make regular use of games equipment at lunchtimes, and several are keen footballers, being generally quite fit and active. Pupils in Years 3, 4 and 5 also attend swimming lessons and almost all achieve at least the minimum expectation for their age. The school has very good links with local schools, and pupils take part in a range of competitive activities against others. Assessment in the subject is largely informal and the role of the subject co-ordinator is underdeveloped, with no opportunities to monitor and evaluate the quality of teaching and learning across the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

73. There were few opportunities to observe activities related to this area, and it is therefore not possible to make secure judgements about the quality of teaching and learning. Discussions with staff and pupils indicate that this is becoming an area of growing importance, though this is perhaps a little late in the day given the unacceptable behaviour of some pupils at certain times. The school organises occasional 'Circle Time' activities for pupils to discuss their feelings, and provides an 'Anti-bullying box' for pupils to record their concerns. However, staff feel that this is not always used appropriately by pupils and are now considering extending the development of Circle Time discussions to increase pupils' awareness of the impact of their behaviour on other pupils. Timetabled sessions for PSHE cover an appropriate range of activities. Close links with the religious education programme explore relevant issues. Pupils are also involved in setting their own targets, alongside teachers, and the School Council is becoming an important avenue for pupils to express their ideas. There are opportunities for pupils to help around school, but aspects of citizenship are not developed well enough at lunchtimes. Pupils could take on simple roles in order to free staff to support pupils in developing good table manners and more appropriate behaviour in a family-style setting.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
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	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	5
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).