

INSPECTION REPORT

SHEBBEAR COMMUNITY SCHOOL

Shebbear, Beaworthy

LEA area: Devon

Unique reference number: 113166

Headteacher: Miss Sara Griffiths

Lead inspector: Mrs Hazel Callaghan

Dates of inspection: 13th - 15th September 2004

Inspection number: 267650

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary school
School category: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 54

School address: Shebbear
Beaworthy
Devon
Postcode: EX21 5SG

Telephone number: 01409 281220
Fax number: 01409 281966

Appropriate authority: Governing body
Name of chair of governors: Mr Andrew Goode

Date of previous inspection: 9 - 11 December 2002

CHARACTERISTICS OF THE SCHOOL

Shebbear Community Primary is a very small school with only 54 pupils on roll at the time of the inspection. Children are admitted into the reception class in September or January. At the time of the inspection there were only three reception children in the class and they had been in school for less than two weeks. Pupils are taught in three mixed-age classes with reception children and Year 1 in Class 1, Years 2, 3 and 4 in Class 2 and Years 5 and 6 in Class 3. Each year there is an above average proportion of pupils identified as having special educational needs and a very high proportion of pupils with statements of special educational needs. Pupils' needs vary from profound and multiple learning difficulties, social and emotional difficulties and moderate learning difficulties. A below average proportion of pupils are eligible to claim free school meals. There are no pupils from other ethnic groups and no pupils with English as an additional language. The overall attainment of children in the Foundation Stage changes from year to year as the number of children is very small and one child can have a significant impact on the overall standard compared to that found nationally. Overall, attainment on entry to the school is judged as below that found nationally because of children's below average attainment in their early language skills. The range of attainment observed during the inspection was above average, but this may change when five more children start school after Christmas.

At the previous inspection the school was judged to be providing a satisfactory education but that it had serious weaknesses in a number of areas. This inspection judges the school to have made significant improvements in many areas and is therefore no longer judged as having serious weaknesses.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22254	Hazel Callaghan	Lead inspector	Foundation Stage English Science Art and design Design and technology Special educational needs
9644	Michael Whitacker	Lay inspector	
32106	John Zealander	Team inspector	Mathematics Information and communication technology Religious education History Geography Physical education Music

The inspection contractor was:

Altecq Inspections Limited
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1 AND 2.	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is satisfactorily effective in the education it provides. Teaching and learning are satisfactory. Leadership and management of the school are satisfactory. **The school provides satisfactory value for money** given that it is a very small school and running costs are high.

The school's main strengths and weaknesses are:

- Leadership of the headteacher in moving the school forward is good.
- Governors have provided effective support in school improvement.
- Standards and achievement in writing are still not high enough.
- Standards and achievement in information and communication technology (ICT) are still not high enough.
- There are very good relationships at all levels through the school and pupils' attitudes and behaviour are good.
- The curriculum is enhanced by a good range of additional activities that enhances pupils' learning.
- Effective leadership is apparent in several subjects, but the role of co-ordinators has not been developed in all subjects.
- Assessment of pupils' work has been improved, but end-of-year targets are not yet set to extend pupils' progress through the school.
- Pupils' awareness of the diversity of British society is not sufficiently promoted.

The school has made good improvement since it was inspected eighteen months ago. At that time the school was judged as having serious weaknesses. Sufficient improvements have been made in most areas of weakness so that the school is no longer causing concern.

STANDARDS ACHIEVED

Overall standards and achievement are satisfactory. Standards of pupils aged seven and eleven are in line with expected levels when compared with schools nationally in reading, mathematics and science. Pupils achieve satisfactorily in these subjects. Standards in writing, however, remain below average and, although improving, pupils are not achieving sufficiently well. Satisfactory strategies for raising standards in writing are being implemented, but they have not had time to impact on standards. The number of pupils in each year group is small and this gives a distorted comparison against national statistics for the attainment of pupils. Inspection findings show that current standards are higher than they have been in the past, although the number of pupils attaining higher levels remains below average. Fluctuations in pupil numbers are a regular feature of the school so that comparisons made about pupils' results need to be treated with some caution. There is no comparative data for the most recent tests in 2004. The results below for 2003 are also distorted by the fact that there was a high proportion of pupils with significant special educational needs that year.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	D	E	E*
Mathematics	E	B	E	E*

Science	D	D	D	D
---------	---	---	---	---

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

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

Standards in ICT are rising because the school has significantly improved the teaching and equipment. Pupils achieve satisfactorily but standards at ages seven and eleven are still below those expected. Standards in religious education by the age of eleven are above those expected in the locally agreed syllabus. Pupils are encouraged to be aware of the values, beliefs and needs of others. There was insufficient time during the inspection to collect enough evidence on pupils' work to make a secure judgement on standards in other subjects. **Pupils' attitudes and behaviour and personal development are good.** Relationships through the school are very good and this reflects pupils' good social and moral development. Pupils' spiritual and cultural development is satisfactory overall, but there are insufficient opportunities for pupils to become aware of the cultural diversity in contemporary Britain. Attendance is broadly in line with that found nationally.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall and often good in the oldest classes. In the best lessons, activities stimulate pupils' interest and desire to learn. Procedures for assessing pupils' work have been improved and the information is used by teachers to plan the next stages in pupils' learning. Pupils are encouraged to be more evaluative of their own work, and targets for improvement in English and mathematics help them to see how they can make their work better. Significant improvements have been made in the planning of the curriculum. Planning now ensures a satisfactory progression of pupils' knowledge and skills through the school. Opportunities to develop pupils' writing skills and to use ICT in other subjects have not yet been sufficiently planned. The curriculum is enhanced well by extra-curricular clubs and additional activities that enrich pupils' learning. Many of these activities are stimulated through the good links with the local community. The school provides well for pupils' care, welfare and health and safety. Provision for pupils with special educational needs is satisfactory overall. It is good for those pupils with significant and severe special educational needs. They develop well in the school's inclusive atmosphere and secure environment.

LEADERSHIP AND MANAGEMENT

Leadership of the headteacher is good. Management is satisfactory. Governance is good. The headteacher has a clear view of the relative strengths and weaknesses in the school and is putting into place measures that will secure improvements. The school has benefited from the support of the local education authority and the staff work as an effective team towards improving teaching and learning to raise standards. Strategies for monitoring the work of the school are still new and being further developed. Systems by which pupils' standards and achievement are monitored are satisfactory, but do not as yet fully challenge and extend the progress being made. Good leadership has been provided by the co-ordinators of English, science and ICT, but it is underdeveloped in the other subjects. The governors have developed their monitoring role well. They support and challenge the work of the school so that effective progress is made.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The partnership with parents has improved since the previous inspection and is now good. Parents are supportive of the school and feel that they are kept well informed. Pupils enjoy school. They feel that their views are effectively sought and respected.

IMPROVEMENTS NEEDED

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

- Raise standards and pupils' achievement in writing from reception to Year 6.
- Raise standards and pupils' achievement in ICT.
- Challenge pupils' progress by extending the monitoring of pupils' standards and achievement to include planned targets against which their progress is compared.
- Further develop the role of co-ordinators to include all subjects.
- Raise pupils' knowledge and awareness of the multicultural nature of modern society.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are average overall and achievement is **satisfactory** overall.

Main strengths and weaknesses

- Achievement is improving because of the better use of assessment and clear schemes of work.
- Standards and achievement in writing are not high enough.
- Standards and achievement in ICT are improving, but are still not high enough.
- Potentially higher attaining pupils are not making sufficient progress in aspects of their work.
- Standards in religious education by the end of Year 6 are above those expected in the locally agreed syllabus.

Commentary

1. The overall attainment of children in the Foundation Stage changes from year to year as the number of children is very small and one child has a significant impact on the overall standard compared to that found nationally. Overall, attainment on entry to the school is judged as below that found nationally because of children's below average attainment in their early language skills. At the time of the inspection there were only three reception children in the class and they had been in school for less than two weeks. The range of attainment in September is above average, but five more children are due to start school after Christmas and this may change the overall balance. Children make a sound start to their education in the Foundation Stage and make satisfactory progress in their learning so most attain the nationally expected standards (the Early Learning Goals) in their mathematical development, knowledge and understanding of the world and in their physical, creative and personal, social and emotional development. Children achieve less well in communication, language and literacy because insufficient opportunities are provided for them to develop their early reading and writing skills through play. By the time the children start in Year 1 most have not attained the standards expected in this area.
2. Standards at ages seven and eleven fluctuate from year to year because the numbers in each age group are small and the proportion of pupils with special educational needs is higher than that found nationally. However, pupils' achievement is slowly improving because of the school's development of clear schemes of work in all subjects and the use of assessment to support teachers' planning.
3. In the 2003 national tests, standards were significantly reduced by the high proportion of pupils with statements of special educational needs in both Year 2 and Year 6. There is no comparative data as yet for the most recent national tests taken in 2004, but all the pupils aged seven attained the expected standard in reading, with a below average number attaining the higher standards of Level 3. A good proportion attained the expected standards in mathematics, but lower than the average proportion attained the higher standard of Level 3.

4. In the 2004 tests, standards for eleven-year-olds in reading, mathematics and science were below average. This was partly due to the high proportion of pupils with special educational needs and the fact that two pupils were absent from the tests, reducing the school's overall standard. Teacher assessment of pupils' standards shows, however, that the majority attained the expected standard in 2004 and an average proportion of pupils were working at the higher standard of Level 5 in both English and mathematics. Pupils' achievement is satisfactory overall when compared to their prior learning. Pupils with significant special educational needs make slower progress than their peers, but their achievement is also satisfactory as they work towards the targets set for them in their individual education plans. Standards and achievement during the inspection in reading, mathematics and science were broadly average in Years 2 and 6.
5. In the 2003 tests, standards in writing for pupils in Years 2 and 6 were well below average. In the most recent national tests there was little change, but during the inspection, standards in Year 6 were improving, showing a gradual rolling programme of improvement. Satisfactory strategies are being employed to promote pupils' learning, but they have not had time to raise standards. Insufficient opportunities to use and extend their writing skills in other subjects also reduce the progress pupils make. Standards and achievement in writing are unsatisfactory through the school.

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

Standards in:	School results	National results
English	23.3 (25.9)	26.8 (27.0)
Mathematics	24.2 (28.1)	26.8 (26.7)
Science	28.4 (28.1)	28.6 (28.3)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

6. The potentially higher attaining pupils are not sufficiently achieving the higher standards in writing or in science. The co-ordinator for science has identified that weaknesses in pupils' knowledge is sometimes the result of the curricular planning. Pupils in Year 6 have opportunities to revise those areas of science that they learnt about earlier in the key stage, but this is sometimes not enough to bring them up to the standard expected. Pupils through the school are not developing the skills of asking their own questions, deciding how to test their ideas or choosing the resources for a test. This is also limiting their ability to attain the higher standards when in Year 6. The weak writing skills of many pupils impede their ability to express their ideas and hypotheses and this also impacts on their standards. Assessment of pupils' work has improved and this has enabled teachers to provide better levels of challenge in lessons so that activities build on pupils' previous learning in English, mathematics and science. Teachers do not as yet set end-of-year targets towards which pupils are to work and this level of challenge is missing, especially for higher attaining pupils. There is no significant difference in the attainment and progress of boys and girls.
7. Standards and achievement have improved in ICT since the previous inspection. Improved equipment, scheme of work and teacher confidence are all having an impact on raising standards but from a low base. Achievement overall is satisfactory. Pupils make good progress in some lessons, but pupils do not use and further consolidate their

learning in other subjects and standards remain below national expectations at ages seven and eleven.

- Standards in religious education by the age of eleven are above those expected in the locally agreed syllabus. Pupils' good achievement reflects the ethos of the school as pupils are encouraged to be aware of the values, beliefs and needs of others. Standards in art and design are in line with those expected and pupils' achievement is satisfactory overall. There was insufficient time during the inspection to collect enough evidence on pupils' work to make a secure judgement on standards in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils behave **well** and demonstrate **good** attitudes to school. Relationships at all levels are **very good**. Personal development, especially pupils' moral and social development, is **good**, whilst their spiritual and cultural development is **satisfactory**. Attendance is **satisfactory**.

Main strengths and weaknesses

- Relationships between staff and pupils, and between pupils themselves, are very good.
- Pupils' attitudes to school are good, as is their behaviour in lessons and around the school.
- Very good relationships and a caring ethos ensure that pupils' social and moral development is good.
- Whilst pupils' cultural development is satisfactory overall, they have little awareness of the cultural diversity in contemporary Britain.
- There are too few planned opportunities in the curriculum and in assemblies for spiritual reflection.

Commentary

- Pupils display positive attitudes to school. Reception children, in only their second week of formal schooling, are beginning to show confidence in school routines. Children leave their parents and carers with growing confidence and they soon settle to the day's activities. Older pupils are interested in school activities and talk enthusiastically about their favourite lessons. They enjoy their school and are proud of it. Most take advantage of the good range of extra-curricular opportunities available to them.
- Behaviour at all times is good. There have been no exclusions over the preceding twelve months. Pupils are friendly and polite to visitors and considerate towards each other. A small minority of pupils sometimes exhibits challenging behaviour, but such instances are managed well and consistently. The school, when necessary, draws freely upon the expertise of the local education authority's behaviour management specialists.
- Relationships at all levels are very good and a strength of the school. This is an improvement since the previous inspection. Staff treat pupils with respect, pupils have confidence in adults and there is a clear recognition of boundaries. As a result of the caring ethos created, pupils are happy to look after each other. Older pupils keep a watchful eye on younger children who may be lonely or frightened. The school is an inclusive community and pupils with difficulties, whether physical, academic or behavioural, are supported well by classmates. Pupils benefit from the opportunity to

work with pupils with severe and complex learning and physical needs. They show respect and care for them, recognising their needs and differences.

12. Pupils' social and moral development is good. The school provides a clear moral framework through its expectations and pupils regard the school as fair. Very good relationships and an inclusive ethos promote pupils' moral development well. Pupils' personal and social development is good. Older pupils play their part in looking after younger children through the 'play leader' scheme and pupils have the opportunity to contribute to the running of the school through service on the school council. Pupils take part in community activities, such as the village flower show and the two parishes' arts week. Personal, social and health education lessons contribute significantly to pupils' understanding of the nature of community and personal responsibility. Pupils' cultural development is satisfactory. They have a sound grasp of their own culture through extra-curricular activities such as the drama, dance and music clubs. Other cultures and faiths are studied in geography and religious education lessons, but pupils have little understanding of the multicultural nature of contemporary Britain. Pupils' spirituality is satisfactorily developed, through assemblies, religious education and personal, social and health education lessons, but there are insufficient planned opportunities for pupils to develop an awareness of spirituality.
13. Attendance is satisfactory. Current levels are marginally below national averages, but the school is well aware of the cause. In a very small school, a tiny handful of pupils can have an adverse impact upon attendance statistics. The headteacher and education welfare officer are working with the families concerned to improve the position.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.5
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 curriculum is appropriately broad and **satisfactorily** balanced. Teaching and learning are **satisfactory** through the school. Teachers provide a **good** range of additional activities that enrich pupils' learning. Pupils' care is good. The partnership with parents is **good**, as are the links with the local community, and this also enhances the opportunities for pupils' learning.

Teaching and learning

The quality of teaching and pupils' learning is **satisfactory** through the school.

Main strengths and weaknesses

- Children's independent learning skills are not sufficiently promoted in the Foundation Stage.
- Relationships are very good and pupils' interest is engaged so they want to do well.
- Assessment procedures have improved and information is used satisfactorily to support pupils' learning.

Commentary

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	6	9	0	0	0

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

14. The quality of teaching in the Foundation Stage is satisfactory. Children's learning is satisfactorily promoted within a caring and supportive atmosphere. Children's progress is monitored satisfactorily through regular, informal assessments that build to form the end-of-year assessment profile. Higher attaining children are enabled to work with older pupils and this extends their knowledge. Children's independent learning skills are not, however, sufficiently promoted. There are too few opportunities for them to select their own tasks and an insufficient range of activities for them to choose from so they organise themselves and learn through self-directed play. They do not have sufficient opportunities to develop their language and literacy skills, through activities such as writing shopping lists or pretend invitations, as part of their role-play so they develop confidence in their own abilities. Consequently, some children are slow to write independently.
15. Teaching and learning are satisfactory through Years 1 to 6 and are often good, especially in the two older classes. Strengths of the teaching are in the very good relationships that promote pupils' willingness to listen and to concentrate on their tasks. Teachers plan their lessons carefully and the objective of their activities is shared with pupils at the start of the lesson. It is not sufficiently expressed, however, in terms of what pupils are to learn and this lessens the opportunities for pupils to participate in effective evaluation. All pupils in Years 1 to 6 are given well-structured targets for their future learning in reading, writing and mathematics so that they understand what they need to achieve. In the most successful lessons, pupils are reminded of these targets as they work so they focus on them. Pupils' work is satisfactorily assessed and teachers are developing more secure judgements on standards. They are using the information more effectively now to plan the next stage in pupils' learning. The potentially higher attaining pupils are effectively challenged in most mathematics lessons, but in aspects of science and English, insufficient strategies are being used to fully extend their knowledge and skills. Teachers' marking of pupils' work has significantly improved in the last term. Praise encourages pupils' efforts. Teachers identify elements in pupils' work that has improved and set targets for further improvement. Pupils in Years 5 and 6 are consequently beginning to identify important elements in their own work and to recognise what still needs to be developed, especially in writing. This is leading to higher standards.
16. The quality of teaching for pupils with special educational needs is satisfactory overall. There is an above average proportion of pupils with special educational needs in the school including a high proportion of pupils with a statement of special educational needs. Those with severe and complex needs are well supported and enabled to take an effective part in the lesson. Other pupils identified as having learning difficulties make satisfactory progress towards the targets identified on their individual education plans. Most of these pupils are in one class and the teacher plans her lessons to incorporate the basic skills that they need. At present there is no time set aside for the pupils to work on

their individual targets with an adult other than in class sessions and this reduces the clear focus that some need to ensure good progress.

17. Procedures for assessment have improved since the previous inspection. There are satisfactory procedures for monitoring standards in all subjects. In reading, writing and mathematics, assessments are made regularly to monitor pupils' progress. The data is now recorded so that pupils' levels of achievement are monitored and weaknesses in learning are identified so that support can be provided. As yet the teachers are not setting levels of attainment that pupils should achieve by the end of the year and this level of challenge is missing, especially for higher attaining pupils. This opportunity to further promote high expectations for pupils' achievement has been planned by the headteacher, but she has not had the time to introduce the process to the other teachers. Pupils' standards in science are satisfactorily assessed, but not recorded from year to year in the same way as in English and mathematics. Pupils' progress in science cannot therefore be tracked to ensure good achievement is made. Pupils' attainment is satisfactorily assessed at the end of each unit of work in all other subjects. The information is recorded on the curricular planning so that it informs the teachers' future lesson plans and forms the basis of reports to parents on pupils' attainment and progress.

The curriculum

The curriculum is **satisfactory** and provides an appropriate range of learning opportunities. Additional activities provide a **good** enrichment of the curriculum. The accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- Effective planning is now used for all subjects in the curriculum, which meets statutory requirements.
- The provision for personal, social and health education and citizenship is good.
- The curriculum is enriched well by visits and after-school clubs and activities.
- The school has put in place plans to develop greater links within the curriculum.
- The accommodation and resources have been improved.

Commentary

18. The provision for children in the Foundation Stage is satisfactory. It covers the recommended curriculum for children of this age and provides a satisfactory range of activities, planned in a systematic way to support children's learning. Children are provided with formal teaching sessions with pupils in Year 1 and satisfactory opportunities to learn through self-directed play. The range of these activities is sometimes restricted, however, and this limits children's opportunities to consolidate knowledge and skills, to organise themselves and to develop greater confidence in their own abilities, especially in their early writing skills.
19. The formal curriculum for pupils in Years 1 to 6 includes all required subjects, with satisfactory provision for collective worship and religious education. Staff have implemented schemes of work for all subjects that ensure pupils' learning progresses effectively through the school. This is a significant improvement since the last inspection. Some schemes are still fairly new and yet to be fully evaluated as part of the school's

regular reviews. Teachers are eager to innovate and implement beneficial changes to make learning more meaningful and interesting. However, there are missed opportunities in detailing how skills learnt in one subject can be used in another, for example using the skills of ICT in writing to enable pupils to draft and improve on their writing in other subjects. As a result, there are still insufficient opportunities for pupils to use and develop their literacy and ICT skills in other subjects.

20. Personal, social and health education and citizenship are firmly embedded in the curriculum and this is reflected in the positive relationships that exist throughout the school. The school is aware that its sex and relationships education is not fully in place and has plans to address this in the coming year. The school works hard to ensure that it includes pupils of all abilities in all activities. Those pupils with severe and complex needs are well supported and enabled to participate effectively at their own level. The school prepares pupils satisfactorily for subsequent stages in education.
21. The school provides good enrichment of the curriculum for all pupils through the provision of a wide range of after-school clubs and other activities as well as seeking ways to make the curriculum interesting through using visits to the locality. Pupils participate enthusiastically in the drama club, sports clubs and artistic activities provided over the year. The school has undertaken a number of successful additional activities that have involved pupils working alongside people from outside school. For example, an arts week supported by artists employed by teachers from the local education authority led to the production of a number of displays including a life-size dragon which the pupils still remark upon with enthusiasm some time after the event. Pupils' personal skills and knowledge are effectively enhanced by these and other activities.
22. The accommodation in the school has been improved since the last inspection with the provision of permanent accommodation to replace a temporary classroom. This has enabled all the school to work in one building and has ensured that all pupils in the school feel that they are one community, as well as giving all pupils easy access to resources. The school grounds are used effectively to support pupils' learning across the curriculum and the newly created secure outside area for pupils in the youngest class promotes learning in different settings. Resources are adequate and the school is seeking ways to ensure that it provides appropriate books and materials for teaching and learning in all subjects. The library is cramped, but the school has plans to develop this. Resources and equipment for ICT are much improved, but not yet used as well as they could be to support learning.

Care, guidance and support

This is a school in which pupil care is a priority and procedures for ensuring pupils' health and safety and emotional well-being are **very good**. Support, advice and guidance are **satisfactory**. There are **good** opportunities for pupils to become involved in the day-to-day running of the school.

Main strengths and weaknesses

- The strong ethos of care ensures that all pupils have a trusting relationship with adults in school.
- Pupils' health and safety and pastoral care are very well promoted.
- Pupils' involvement in the school is good and they feel that their voice is heard.

- Whilst support and guidance are satisfactory, it is based on very good relationships and a thorough personal knowledge rather than detailed monitoring.

Commentary

23. Pupils feel secure in this school. They are confident enough to try to resolve their own problems and when they cannot, all those spoken to were emphatic that they could rely upon the adults in school to help them. In the pre-inspection questionnaire, parents said that their children enjoyed school.
24. Health and safety procedures are very good. All the required procedures are successfully in place and are very well monitored by a committee of the governing body. Risk assessments on activities are carried out very thoroughly. There is an ongoing commitment to ensure a full quota of certificated first-aid providers and there are secure arrangements for medicines, pupils with inhalers, special diets and so on. Regular safety checks are carried out on fire equipment, play and physical education apparatus and electrical appliances. The headteacher is responsible for child protection. She has received the appropriate training and all staff know the action to take in cases of concern. If a child unexpectedly fails to arrive at school, the administrator will immediately telephone the home. Pupils' well-being is well promoted in a number of ways, for example the school is taking part in the Healthy Schools initiative. Healthy physical activity is promoted through the 'Walk to school' initiative and activities such as canoeing and abseiling in activities week. A relationships and sex education programme is at the planning stage.
25. Pupils feel that they are involved well in the life of the school. A school council was started last year and its first year of operation is presently being evaluated. Older pupils have responsibilities for younger children, for example by acting as play leaders or sharing books with them. Pupils have targets for their future learning in English and mathematics which help them to understand how to improve their work. The caring ethos of the school and the very good relationships between staff and pupils ensure that pupils are personally and academically well supported. That support, however, is based on a thorough knowledge of the child rather than upon systematic monitoring of progress. The recording of pupils' academic standards in English and mathematics are now regularly monitored and recorded so that pupils who are underachieving are identified and supported. This is still a fairly new system and has not yet been fully implemented.
26. The provision for pupils with special educational needs is satisfactory overall. Pupils' needs are identified by the teachers with the support of outside agencies. Targets identified on pupils' individual education plans are clear and effectively focus on the next stages of pupils' development and learning. Helpful suggestions for the activities to be used to support pupils' progress are included and regular reviews monitor pupils' progress towards their targets. The needs of pupils with statements of special educational needs are effectively met. These pupils have regular support from teaching assistants who are satisfactorily trained. Those pupils with severe and complex needs are well supported. They are given good levels of support together with opportunities for independence wherever possible.
27. The school has recently revised its arrangement for the induction of the pre-school children into the reception class. These are satisfactory overall. Parents are invited to visit the school beforehand and children visit their classroom a number of times in the

term before they commence formal attendance. There is close liaison between the reception class teacher and the adjacent pre-school group. Parents of the present reception children are happy with the arrangements and the school has plans for further improvement.

Partnership with parents, other schools and the community

The school sees both parents and the community as partners in pupils' learning. There are **good** formal and informal links with parents and the community. **Good** relationships with other schools broaden pupils' experiences and ease their transition from stage to stage.

Main strengths and weaknesses

- There is good parental involvement in the life of the school.
- Whilst the school provides a broad range of accessible information for parents, pupils' annual reports lack focus.
- Good links with the community and with partner institutions augment and enhance pupils' learning.

Commentary

28. The school sees both parents and community as important partners in pupils' learning and the partnership with parents has improved since the previous inspection. Parents are fully involved in all aspects of the school's life, for example the weekly newsletters keep parents up to date with the school's progress towards addressing the weaknesses identified in the previous inspection report. Parental help in school is welcomed and many parents volunteer assistance with additional supervision on school trips, transport to sporting events and help in maintaining the grounds. Parents have been invited in to observe literacy and numeracy lessons and, from time to time, parental views are sought. There is a lively 'Friends' organisation that arranges social and fund-raising activities. Parents are welcome to attend school events such as class assemblies, drama productions and sports day. Consequently, the majority of parents are strongly supportive of the school and its headteacher.
29. Parents receive a comprehensive range of information about school events through weekly newsletters couched in parent-friendly terms. Parents are given advance information about the topics each class will be studying. Informal access to staff is easy and minor issues are swiftly resolved. Parents have termly opportunities for consultation meetings with staff. The draft prospectus is friendly, welcoming and very informative. Pupils' annual reports are satisfactory in that they comply with statutory requirements. However, they do not include targets (although targets are discussed at consultation meetings), nor do they include any objective assessment of pupils' attainment or effort.
30. Parents of pupils with special educational needs are encouraged to attend the annual reviews and to participate in the discussion about how their children's needs are to be met. Many are very supportive. A few do not attend these meetings, even with the special educational needs co-ordinator's encouragement, which results in less support from home than is desirable.
31. The community is used effectively to enrich pupils' experiences. Pupils' sense of community is sharpened by their sharing a weekly lunch with a group of village

pensioners and by participating in local activities such as the Two Parishes Arts Festival, which involved school, parents, grandparents, community and several artists in a combined project. The history, geography and religious education programmes are enriched by contacts with church and chapel, and by visits to local rivers, beaches, historic houses and museums. Citizenship is promoted by the donation of Harvest Festival produce to local charities.

32. The school has good relationships with other schools and partner institutions. There is close liaison with the adjacent pre-school group and there are plans for even closer links. The headteacher works in co-operation with other small primary schools in the area and effective links have been established with the long-established independent school in the village. The two schools field a joint village team for a cross-country competition organised by a nearby preparatory school. There are effective links with the two secondary schools to which the majority of pupils transfer. Induction arrangements are satisfactory overall. Pupils visit for familiarisation days and undertake transitional units of work. There is also some consultation over the allocation of pupils to tutor groups. Pupils attend one of the secondary schools, a school with specialist sports status, for events such as dance. The school hosts work experience students from local colleges.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. The leadership of the headteacher is **good** and is focused on the improvements needed. The management of the school is **satisfactory**. Governance is **good**.

Main strengths and weakness

- The headteacher, with support from the local education authority and hard work of the staff, has successfully moved the school forward.
- The inclusive ethos of the school is good.
- The governing body understands the strengths and weaknesses in the school.
- Financial management is secure.

Commentary

33. The headteacher has a clear view of the relative strengths and weaknesses in the school and is putting into place measures that will secure improvements. Since her appointment just before the previous inspection she has worked hard with the local education authority and her headteacher-mentor to identify and act upon the key issues. With their support, her leadership of the school has matured and is now good. In particular, she has ensured that the plans for development are in place and actions have already begun to improve the school. She has ensured that teachers have received training and support so that they can fulfil their role as subject leaders as well as class teachers.
34. Management of the school is satisfactory. Only 18 months has passed since the previous inspection and a lot has been achieved in terms of curricular improvement. Schemes of work are now securely in place, although not all subjects have been reviewed. Systems for review and evaluation have been developed, but very little monitoring has been carried out in some subjects due to the pressure of time and the greater priorities in subjects such as English, science and ICT. The co-ordinators' roles for art and design, design and technology and music, for example, have not been fully developed.

Leadership in English, science and ICT is good and appropriate management structures are developing satisfactorily.

35. Performance management is used effectively to support the professional development of teachers and includes regular monitoring of teaching and learning. This is linked well to the priorities in the school's plan for development and improvement. There is a strong team spirit in the school and its aims and values are consistently promoted. Teachers share the headteacher's aspirations and are seeking to raise standards through the improvement in teaching and learning. Teachers have begun to analyse the performance of pupils in some tests and are beginning to track their attainment and progress in English and mathematics. Systems for setting end-of-year targets for teachers to use as markers for pupils' progress are not yet in place, but planned for this term.
36. The inclusive ethos of the school is good. The school welcomes pupils of all abilities and needs and this has resulted in an above average proportion of pupils with special educational needs. This includes a very large proportion of pupils with statements of special educational needs. The management of support for pupils with statements, especially those with severe and complex needs, is good. The monitoring of special educational needs support is satisfactory.
37. The governors contribute effectively by ensuring that the school fulfils its duties and moves forward. The governing body fulfils its statutory duties well and has made good efforts to ensure that the school caters for all pupils successfully. It offers challenge and support to the headteacher. It has a very clear understanding of the relative strengths and weaknesses of the school, which it has built up through reports from teachers and through its own monitoring in classrooms. This has enabled the governing body to develop an effective plan for future developments and to ensure that funding is allocated appropriately. The school applies the principles of best value satisfactorily.
38. The school's arrangements for financial management and control are good. Being a very small school the budget is very restricted even though the cost per pupil compared to larger schools is high. Day-to-day spending is controlled effectively and administrative staff work well with the headteacher to ensure that the budget is tightly controlled. The predicted fall in numbers of pupils makes accurate planning difficult, but the school has a small budget surplus, which is being earmarked to cover predicted increases in the cost of staff in the future. Pupils through the school achieve satisfactorily overall. The cost of educating each pupil is high, but this is not in the school's control. It provides satisfactory value for money given it is a very small school.

Financial information

Financial information for the year April2003 to March2004

Income and expenditure (£)	
Total income	231,250
Total expenditure	222,742
Expenditure per pupil	3,854

Balances (£)	
Balance from previous year	10,697
Balance carried forward to the next	19,205

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for all aspects of children's learning is **satisfactory**. Teaching and learning are **satisfactory**.

Children are admitted into the reception class in September or January. At the time of the inspection there were only three reception children in the class and they had been in school for less than two weeks. The overall attainment of children in the Foundation Stage changes from year to year as the number children is very small and one child can have a significant impact on the overall standard compared to that found nationally. There is also a higher than average proportion of children who have special educational needs. Overall, attainment on entry to the school is judged as below that found nationally because of children's below average attainment in their early language skills. The range of attainment observed in September was, however, above average, but five more children are due to start school after Christmas and this could alter the balance. The provision for children in the Foundation Stage is satisfactory overall, but elements of the recommended curriculum, such as opportunities for children's free play, are not sufficiently strong and this reduces the quality of learning opportunities since the previous inspection.

Main strengths and weaknesses

- Children develop their learning in a sensitive and supportive environment.
- More able children are encouraged to extend their knowledge by working with older pupils.
- Insufficient opportunities are provided for children to develop their language and literacy skills through play.

Commentary

39. Children make satisfactory progress in their **personal, social and emotional development**. Many have attended a pre-school group and this prepares them well for school. They have had many opportunities to visit the school and so children enter the classroom with reasonable confidence and say goodbye to their parents happily. Teaching in this aspect of children's development is satisfactory and this enables all children to attain the expected standards in the Early Learning Goals. Children are encouraged to take part in the regular daily activities, such as changing the name of the day and taking the register to the office with an older pupil. This enables them to settle quickly and understand class and school routines. Their confidence and self-esteem are nurtured by the consistent positive response of all adults so they ask for help when they need it and respond appropriately to directions and questions. Children are praised and encouraged so they develop positive attitudes to their tasks. They work and play together collaboratively and show interest in each other's activities. Children sit quietly through whole-class sessions participating well in the activities, having the confidence to offer answers in front of the class. Children's independent learning skills, however, are not sufficiently promoted. There are too few opportunities for them to select their own tasks and an insufficient range of activities for them to choose from so that they can organise themselves and learn through self-directed play.

40. Standards on entry to the reception class are usually below those found nationally in **communication, language and literacy**, and in most year groups there is also a high proportion of children identified as having special educational needs. Teaching in this aspect of children's learning is satisfactory. They make a satisfactory start at developing early reading and writing skills, but their progress is not sufficient for many of them to attain the standards expected by the time they enter Year 1. Most children enjoy listening to stories and recognise how books are organised and by the end of the reception year most are satisfactorily launched into the early stages of reading. Children work with pupils in Year 1 and are introduced through whole-class sessions to a range of stories, an understanding of letter sounds and an understanding of how writing is used to convey ideas. Children satisfactorily learn how to recognise and write the letters of the alphabet. They trace over and then copy the teacher's handwriting when she scribes their ideas and captions for their pictures. However, children's own writing skills are not sufficiently well promoted. There are too few opportunities for children to develop their early language and literacy skills through play activities. Opportunities to 'play at writing' are not a regular part of the activities provided. They do not have sufficient opportunities to develop their ideas, through activities such as writing shopping lists or pretend invitations, as part of their role-play so they develop confidence in their own abilities. Some children consequently are afraid to write. The difficulties of children with special educational needs are satisfactorily identified in the reception year and appropriate support is provided so they make similar progress to their peers.
41. Most children show similar standards in their early **mathematical development** to that found nationally when they start school. This term, children's knowledge of number is good, but usually there is a full range of knowledge and skill. Children recite their numbers up to five confidently and some up to ten. They are beginning to count with satisfactory accuracy. Teaching in this aspect is satisfactory and most children attain the standards expected in the Early Learning Goals by the time they enter Year 1 except those who have already been identified as having special educational needs. The teacher satisfactorily encourages children's counting in fun number songs and rhymes which they greatly enjoy. They confidently take part in whole-class sessions with the pupils in Year 1. In a lesson observed, they counted the different animals in a simple story created by the teacher. The role-play 'shop' provides satisfactory opportunities to use toy money and develop the language of number, such as "How much?" They play number games well with the friendly support of a classroom assistant, recognising colours, simple shapes and consolidating simple counting skills.
42. Children's **knowledge and understanding of the world** around them is similar to that found nationally when they start school. They make satisfactory progress in this aspect of their learning because of the satisfactory teaching and balanced range of activities. Effective planning introduces an appropriate range of learning experiences that are well matched to the needs of pupils in Year 1 as well as the Foundation Stage children. This term's topic is 'Food' and children's early scientific skills are promoted satisfactorily as they explore their sense of taste. Photographs taken as they cooked their own biscuits are evidence of their enjoyment as they explored and mixed the different ingredients. At the end of last term, children in the Foundation Stage and Year 1 further developed their awareness of different places when they visited a beach as part of their topic on the seaside. Children regularly have the opportunity to use the class computers and develop simple computer skills as part of literacy when practising writing their names, when using art programs and games. By the time children enter Year 1 most have attained the

standards expected in the Early Learning Goals, except those who have already been identified as having special educational needs.

43. Children make satisfactory progress in developing their **physical development**. When children start in the reception class their large movements and control of large toys are similar to that found nationally, but their manipulative skills using simple tools and writing implements are often below average. Appropriate opportunities are provided for the children to further develop these skills and they make satisfactory progress overall. By the time children move into Year 1 their letter formation is developing satisfactorily, with the more capable children writing recognisable letters that are fairly even in size. Children's pictures show satisfactory control and, even at this early stage in the school year, children in the Foundation Stage used pastel crayons effectively to portray a collection of different fruits. Children have regular opportunities to participate in physical education lessons in the hall. They are developing satisfactory balance, mobility and control in their movements. Most children are likely to attain most aspects of the expected standards by the time they enter Year 1.
44. Children make satisfactory progress in their **creative development**. Satisfactory opportunities are provided for children to develop their imagination through stories and play in the role-play area which, during the inspection, had been made into shop. Children acted out their roles as shop keeper or customer, developing the appropriate language and practising their recognition of coins. Regular music lessons introduce children to different instruments and help to them to recognise different rhythms, and high and low sounds. They enjoy singing, especially when accompanying their songs with actions. Satisfactory opportunities for children to explore different materials and colours in art are evident from their beautiful patterns made from different coloured paper and the bright and colourful observational drawings of fruit. Most children attain the standards expected in the Early Learning Goals by the time they enter Year 1 because of the satisfactory teaching.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teachers are working effectively together to improve and further develop their teaching so pupils' standards and achievement rise.
- Pupils are not yet achieving sufficiently well in writing.
- Leadership of the subject is good.

Commentary

45. Standards in English are improving, but they are below average at the end of Year 6 because of weaknesses in pupils' writing skills. Pupils' achieve satisfactorily in reading, but their progress in writing is still unsatisfactory overall.
46. Standards in English fluctuate from year to year because the numbers in each age group are small and the proportion of pupils with special educational needs is higher than that

found nationally. In the 2003 national tests, standards were significantly reduced by the high proportions of pupils with statements of special educational needs in both Years 2 and 6. There is no comparative data for the most recent national tests as yet, but all the pupils in Year 2 attained the expected standard in reading, with a below average number attaining the higher standard of Level 3. During the inspection, standards in reading were broadly average in Years 2 and 6. Pupils have a secure understanding of how books are organised. They use their knowledge of letter sounds to help them decode new words and their reading skills for simple research. The school has identified weaknesses in the pupils' ability to fully understand inference within the texts and this has been an aspect that teachers have focused successfully upon in their guided reading sessions.

47. In writing, pupils are not achieving sufficiently well through the school, but this is gradually improving. In the 2003 tests, standards in writing for pupils in Years 2 and 6 were well below average. In the most recent national tests, standards were still well below average, but this was partly due to the high proportion of pupils with special educational needs and the fact that two pupils were absent from the tests, reducing the school's overall standard. Teachers' assessment of pupils' standards shows, however, that the majority attained the expected standard in 2004 and an average proportion of pupils were working at the higher standard of Level 5. The school recognised the need to improve teaching and learning in English, and have worked hard to raise standards. Pupils are making better progress in lessons, but the improved planning and more effective strategies for teaching are not yet having a significant impact on raising standards. Pupils enter the school with below average standards in English and, although the strategies to support pupils' learning are satisfactory overall, opportunities to increase pupils' vocabulary are not sufficiently made so that their creative ideas for writing are further enhanced through the use of examples of imaginative language.
48. The previous inspection identified standards in English as a significant weakness. Concerns were focused particularly on writing, spelling and the correct use of punctuation and grammar. The literacy lessons observed are successfully teaching these aspects, but the strategies being used are not as yet having an impact on raising standards overall. Pupils' speaking and listening skills are of an average standard.
49. The quality of teaching and pupils' learning is satisfactory. An effective range of strategies is used to stimulate pupils' learning and a satisfactory range of texts is used to extend their knowledge. Pupils are now being successfully involved in evaluating their own progress, especially those in Years 5 and 6, who are beginning to work with partners to assess each other's work and consider how best it can be improved. Teachers plan their lessons carefully and the objective of their activities is shared with pupils at the start of the lesson. It is not sufficiently expressed, however, in terms of what pupils are to learn and this lessens the opportunities for effective evaluation. All pupils in Years 1 to 6 are given well-structured targets for their future learning so that they understand what they need to achieve. In the most successful lessons, pupils are reminded of these targets as they write so they work towards them. Pupils' work is satisfactorily assessed and teachers are developing more secure judgements on standards. They are using the information more effectively now to plan the next stage in pupils' learning. At present, there are too few opportunities for pupils of all ages to write at length. Pupils enjoy finding success in completing their task but the ability to maintain the characterisation, setting and plot are skills that are not fully developed in other ways.

50. Pupils with special educational needs, especially those with severe and complex needs, are well supported and enabled to take an effective part in the lesson. Other pupils identified as having learning difficulties in English make satisfactory progress towards the targets identified on their individual education plans. Most of these pupils are in one class and the teacher plans her lessons to incorporate the basic skills that they need. At present there is no set time for the pupils to work on their individual targets with an adult, either individually or in a group other than in class sessions, and this reduces the clear focus that some need to ensure good progress.
51. Leadership by the headteacher in her role as co-ordinator of the subject is good and has led to the staff working as a strong team to evaluate their work and develop new strategies for improvement. Management of the subject is satisfactory. Whole-school procedures for assessment have enabled staff to have a more secure view on standards, but the systems are still new and developing. The co-ordinator has prepared a new recording system that can be used to track pupils' progress against their targets so that their achievement is monitored more effectively.

Language and literacy across the curriculum

52. Pupils' literacy skills are beginning to be developed satisfactorily across the curriculum, but this is still developing. Teachers plan effectively for a range of texts to be used in English lessons that have their basis in other subjects. Information texts introduce pupils to a different style of writing and the contents of the books they use are often linked to their learning in other subjects. Too few opportunities are provided as yet for pupils to develop their writing in other subjects such as history.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Most pupils achieve average standards by the age of seven and eleven years.
- Flexible arrangements for teaching across year groups enable pupils to work in appropriate settings.
- Pupils do not have enough opportunities to use their mathematics skills in other subjects.

Commentary

53. Standards in work seen and lessons observed are average when compared with schools nationally. The number of pupils in each year group and absences from national tests in 2004 give a distorted comparison against national statistics of the attainment of pupils. Inspection findings show that current standards are higher than they have been in the past, although the number of pupils achieving higher levels remains below average. Standards for seven-year-olds are also above the national average, but the size of this year group is particularly small. Fluctuations in pupil numbers are a common feature of the school so that comparisons made about pupil results need to be treated with some caution.
54. Achievement is satisfactory overall for all pupils, including those with special educational needs. Achievement is best for upper junior pupils where the teaching seen was good. Most pupils persevere with set tasks and contribute well to teacher-led discussion and learning activities. They work productively in pairs and groups, and support each other appropriately in their learning. However, these pupils have experienced some disruptions during the last few years with the result that there are aspects of the curriculum that need to be revisited in order to ensure that pupils' understanding and application are secure in all areas.
55. Teaching and learning are satisfactory overall. Teachers use a variety of effective methods to engage pupils and use the structure of the National Numeracy Strategy to ensure that they cover the whole curriculum. However, although planning is always detailed, the aims of each lesson are not always shared fully with the pupils, which means they are not always sure if they have achieved as well as expected. Structured targets for future learning have been developed for groups of pupils. Teachers do not as yet set individual targets for pupils that will enable them to be clear about what they need to do in order to achieve each level.
56. The individual needs of pupils are supported through the use of groups, enabling more able pupils to work with others of similar ability in different year groups. The pace of learning for all pupils in the class is satisfactory, with pupils given sufficient time to think and explain the reasons for answers given. However, a good feature of teaching is how mental arithmetic activities are organised effectively to match and challenge the diverse needs of all pupils in all classes. This is done through good classroom organisation and the effective use of 'mini-whiteboards' to monitor the success and achievement of pupils during these introductory activities.

57. Leadership and management of mathematics are satisfactory. Some monitoring of teaching and learning has been undertaken and analysis of test papers is used to inform teaching. Assessment data is now being used to track pupil achievement, but is not yet sufficiently well embedded into the teaching and learning in each class.

Mathematics across the curriculum

58. Opportunities for the development of mathematical skills are satisfactorily incorporated into the teaching of some other subjects. This includes data handling in ICT and making careful measurements in science experiments. However, insufficient use is made of opportunities to develop mathematics as a tool in all subjects and aspects of school life.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The leadership of the subject is good.
- There is an effective focus on developing pupils' knowledge through investigations and enquiry.
- Pupils' weak writing skills hinder them from explaining clearly what they know.

Commentary

59. The leadership of the subject is good and this has led to improvement since the last inspection. Standards fluctuate from year to year because of the very small numbers in each year group, but most pupils' achievement is satisfactory overall and they attain the expected standards for their age by the end of Years 2 and 6. Those pupils who do not are usually those with statements of special educational needs. The aspect of weakness in the school's standards is the below average proportion of pupils who attain the higher standards of Level 3 in Year 2, and Level 5 in Year 6. The co-ordinator has analysed test data and has identified that weaknesses in pupils' knowledge is sometimes the result of the curricular planning. Pupils in Year 6 have opportunities to revise those areas of science that they learnt about earlier in the key stage, but this is sometimes not enough to bring them up to the standard expected. The evaluations currently being carried out by the co-ordinator are part of her effective leadership. A new scheme of work has been implemented and assessments of pupils' work are now carried out at the end of each unit of work. These improvements are still fairly new and have not yet had a significant impact on raising standards. The effectiveness of the new scheme of work has improved the provision and is gradually impacting on the pupils' learning so standards rise.
60. Part of the improvements made since the previous inspection is the implementation of a consistent focus on developing pupils' learning through investigation and enquiry. This has resulted in pupils' better understanding of scientific knowledge. They are developing a satisfactory ability to predict what will happen in an investigation and to explain what they are going to do and what has happened. Pupils' unsatisfactory writing skills hinder the older pupils' ability to explain why things have happened and suggest hypotheses for their results.

61. Teaching and learning are satisfactory overall, and are sometimes good. Lessons are well planned and a satisfactory range of resources is available to stimulate pupils' ideas and further understanding. Pupils are encouraged to experiment and to question but, as yet, insufficient focus has been given to enabling pupils to develop their own investigations. This is needed if pupils are to attain the higher standards in Year 6. A good focus is given to extending pupils' scientific vocabulary and to introduce them to correct scientific terms. The new language is not sufficiently highlighted by writing it up for pupils to see as well as to discuss so that their new knowledge is reinforced.
62. The management of science is satisfactory. The co-ordinator has observed other teachers' lessons and monitored pupils' learning both in lessons and through a scrutiny of work. Effective strategies have been shared by staff and satisfactory procedures for assessing pupils' standards are in place. There is, however, no record of pupils' standards from year to year to enable their progress to be tracked and ensure good achievement is made.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory** overall.

Main strengths and weaknesses

- Standards are below those expected at ages seven and eleven.
- Good leadership of the subject is addressing deficiencies in pupils' learning.
- There are insufficient opportunities for pupils to develop and use their ICT skills and knowledge in other subjects.
- The co-ordinator does not have sufficient information on pupils' standards and achievement.

Commentary

63. The school has worked hard since the last inspection to improve its provision of computers and software, and this now meets the ratios expected nationally. The school has developed an ICT suite which allows for appropriate whole-class teaching as the number of computers enables pupils to work in pairs, which they do successfully. However, the suite is not used as fully as it might be, particularly by pupils in the upper juniors whose classroom is close by. Overall, teachers have not made sufficient use of the suite to support pupils' learning, and this, coupled with a considerable period of poor provision, means that standards are below average in the school.
64. Teaching and learning are satisfactory overall. Although the teaching seen was good, pupils have insufficient opportunities to use the computer suite and to develop their skills across the curriculum. In the good lesson observed, the teacher worked carefully to ensure that pupils understood the principles of the knowledge being taught about spreadsheets. Her awareness of the limited experience the pupils have had in the past ensured that she planned the lesson to cover the key aspects, including the correct use of language and labels, and the appropriate use of functions in the program. Pupils showed enthusiasm for the task and the ability to develop the data they had collected creatively and with understanding. These positive attitudes and effective teaching promote pupils' good progress in lessons, but pupils achieve satisfactorily overall because they have insufficient opportunities to use and further consolidate their new knowledge and skills in other subjects.
65. The school has worked hard to put in place programs that will enable teachers to cover all aspects of the curriculum, but the assessment of pupils' progress in ICT lacks sufficient rigour at present. Pupils save their work on the computer to floppy disks and are able to find work done in each aspect fairly successfully. Professional training has developed teachers' confidence in using ICT to support their teaching in the classroom. A digital projector, for example, is often used to effectively explore ideas and information with the pupils in the oldest class. Pupils talk enthusiastically about their work and clearly enjoy using computers to assist them in research. The school has networked the computers and linked them safely to the Internet so that pupils can access information from a wide range of sources. Older pupils do this well, using sites to enrich their learning in science, but this is still at a relatively early stage and is not being used sufficiently enough by all pupils.

66. Effective leadership has led to significant improvements in the provision for ICT, but management of the subject is at an early stage of development and is not as yet fully effective. Insufficient time is given at present to monitoring the quality of teaching and learning. Information on standards through the school and across the ICT curriculum is still rather vague.

Information and communication technology across the curriculum

67. Opportunities to use ICT across the curriculum are not sufficiently planned at present. Evidence in work samples shows that pupils are being given the opportunities to use ICT to record their work in art and design as well as for some aspects of science and English. However, there is no evidence that older pupils have the opportunities to use the power of ICT for activities such as drafting and amending their writing and this slows their achievement.

HUMANITIES

As a result of curriculum arrangements, no work has been carried out in history so far this year. No samples of work were available for scrutiny. Only one lesson in geography was observed during the inspection. Therefore, it is not possible to make an overall judgement on provision in either history or geography.

68. The curriculum in **geography** offers some good experiences and pupils enjoy finding out about the world they live in. In the lesson seen, pupils were investigating world climate through a range of interesting activities developed by the teacher. Pupils showed good responses and the ability to apply their understanding of the layout of the atlases to achieve the task. Their skills in speaking and listening were developed well in the lesson as pupils discussed the outcomes of their research with the class. Planning for **history** and geography has improved from the previous inspection and is based on national guidelines. Assessment of pupils' work has been satisfactorily developed in both subjects. Teachers assess pupils' knowledge and skills at the end of each unit of work and the information is used to inform future planning. The teaching staff have worked together to implement the agreed schemes of work for history and geography but neither subject has been a focus for further improvement or for monitoring of standards and teaching. The management role of co-ordinators for these subjects has not been sufficiently developed.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards and achievement have improved.
- Work is well planned, with good use made of resources.
- Teachers have high expectations of pupils' involvement and attention.
- Teachers use a good variety of teaching methods.

Commentary

69. Only one lesson was seen during the inspection, but evidence gained from looking at pupils' work and talking with pupils show that standards in religious education are good and pupils achieve well through the school. Planning for the subject follows the locally agreed syllabus, ensuring that pupils learn about Christianity as well as Hinduism and Judaism. This is an improvement from the time of the last inspection, when it was judged to be unsatisfactory. In the lesson seen, the quality of teaching and learning was good and promoted pupils' achievement well. Teachers' plans show that the subject is taught

regularly and that the syllabus is supported by the use of resources and artefacts that the school is able to borrow from the local education authority. Pupils' past work clearly shows that most lessons promote good learning and achievement. Portfolios of work by younger pupils show the development of their thinking about values and the place these have in their lives. Standards are in line with the expectations of the locally agreed syllabus at the end of Year 2 and are above expectations at the end of Year 6.

70. Teachers have high expectations of pupils' involvement and attention and pupils consequently show enthusiasm for the subject and care in their work. Teachers have ensured that they present the subject in a lively and interesting way. A good variety of resources and stimulating activities promotes pupils' good learning, especially in the oldest class. This was reflected in the lesson seen on Judaism when the pupils responded well to the challenge of researching Jewish artefacts, using books and charts to support their learning. One significant feature of this was the way that pupils worked together, sharing views and discussions in a very mature way and contributing effectively to the learning of the whole class.
71. The subject co-ordinator presents a good role model for other teachers and for pupils in her enthusiasm for the subject and in her organisation of the curriculum and provision of resources. She gives good support and guidance to colleagues in guiding their knowledge and understanding of the teaching of religious education. At present, ICT is not sufficiently used to broaden pupils' knowledge.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in design and technology, music or physical education, and only one in art and design. It is not possible, therefore, to give judgements for provision in these subjects.

72. The lesson of **art and design** observed gave evidence, along with teachers' planning, of a satisfactorily balanced curriculum that promotes pupils' creative response and skills in using a range of different media. From the limited amount of work available, standards are judged as average. The quality of teaching observed was satisfactory overall and it promoted pupils' sound progress in learning. The lesson seen introduced pupils to the paintings of fruit created by different artists. The pupils were then given a good range of resources with which to create their own 'still life'. The teacher supported pupils' observational skills satisfactorily and helped develop their use of pastel crayons. This was a new medium for many of the pupils and the teacher promoted their ability to create new tones through experimentation.
73. Photographs of pupils' past work and teachers' planning show evidence of a satisfactory curriculum in **design and technology**, but no work was available for scrutiny as the subject is not taught until later in the term. Pupils' work in **music** is enriched by the provision of a private peripatetic teacher of music who teaches instruments to some pupils. There are termly productions in which many pupils take part. There are also opportunities for pupils to take part in events organised with other schools. Pupils are given the opportunity to listen to music in assembly and they sing tunefully, responding appropriately to rhythm and style. The accommodation and resources in the school are sufficient to enable pupils to experience a satisfactory range of **physical education** activities. Pupils also have the opportunities to take part in a range of team sports and games after school. The pupils show pride in these teams and their relative successes.

The school benefits from the support of parents who supplement the skills of the teachers by coaching at after-school clubs.

74. The provision for art and design, music, design and technology and physical education has improved since the previous inspection. There are now effective schemes of work based on national guidelines that provide a broad and balanced curriculum. Assessment of pupils' work has been satisfactorily developed. Teachers assess pupils' knowledge and skills at the end of each unit of work and the information is used to inform future planning. The teaching staff have worked together to implement the agreed schemes of work, but none of the subjects have been a focus for further improvement or for the monitoring of standards and teaching. The management role of co-ordinators for these subjects has not been developed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health and citizenship education is **good**.

Main strengths and weaknesses

- The curriculum supports the development of positive attitudes in pupils.
- Pupils value the discussion time in lessons and use it well.

Commentary

75. Although only one lesson was seen during the inspection, the evidence gained from talking to pupils and seeing their behaviour around the school shows that work done in personal, social and health education lessons has a positive impact. Attitudes and relationships are good at all levels because the school uses lessons to develop pupils' understanding of issues and how to behave as a result. Teaching is based on a sensitive approach, with good opportunities for pupils to develop their thoughts and understanding. Lessons also enable pupils to develop strategies for looking after themselves and the ability to see other people's points of view. The school uses 'listening partners' effectively to enable pupils to discuss their ideas. A school council was introduced last year and its effectiveness in promoting pupils' awareness of citizenship is being evaluated. The school does not yet have in place its policy for sex and relationships education, but time is identified in the school improvement plan for this to be completed with the governing body this year.

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	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
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	4
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	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
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).