

INSPECTION REPORT

Hyde Heath Infant School.

Amersham

LEA area: Buckinghamshire

Unique reference number: 110237

Headteacher: Mrs Anne Brown

Reporting inspector: Mrs Christine Huard
27290

Dates of inspection: 22-24 May 2000

Inspection number: 218274

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4-7
Gender of pupils:	Mixed
School address:	Weedon Hill Hyde Heath, Amersham, Bucks.
Postcode:	HP6 5RW
Telephone number:	01494 783835
Fax number:	01494 783835
Appropriate authority:	The governing body
Name of chair of governors:	Mr Rob Bauling
Date of previous inspection:	June 2 nd 1998.

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Christine Huard	Registered inspector	English.	What sort of school is it.
		Religious education. Art. Music	How high are standards? a)The school's results and achievements.
		Physical education.	How well are pupils taught.
		Equal opportunities Special educational needs	How well is the school led and managed
Mrs Vivienne Phillips	Lay inspector		How high are standards? b)pupils' attitudes, values and personal development.
			How well does the school care for its pupils?
			How well does the school work in partnership with parents.
Mrs Judy Morris	Team inspector	Under fives. Mathematics Science	How good are the curricular and other opportunities offered to pupils?
		Information technology Design and technology History Geography	

The inspection contractor was:

Qualitas Education Consultants Ltd
Wickham Court
Layhams Road
West Wycombe
Kent. BR4 9HH

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The Registrar
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Alexandra House
33 Kingsway,
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hyde Heath Infant School is situated in an attractive commuter village near Amersham. It has 24 pupils on roll aged between 4 and 7 years. It is much smaller than most infant schools. Numbers have declined significantly since the last inspection due to re-organisation within the county which has changed the age of transfer to the next stage of education. Thus Year 3 pupils are no longer educated at Hyde Heath. There is one class although pupils are divided into 2 groups (Reception / Year 1, and Year 2) in the mornings for the teaching of numeracy and literacy and one class during the afternoons. No pupils come from ethnic minorities and English is the first language of all pupils. Nearly all pupils have pre-school experience and a pre-school is held on the school site. Attainment on entry is above average. No pupils are eligible for free school meals. This is well below the national average. There are 4 pupils (16.6%) on the school's register of pupils with special educational needs. This is about average. There are no pupils with statements of special educational need.

HOW GOOD THE SCHOOL IS

At the last inspection, and on a visit from Her Majesty's Inspectors last summer, the school was identified as having serious weaknesses. This is no longer so. The school has improved significantly in the last twelve months with the appointment of a new headteacher and a greatly reformed governing body. The leadership of the headteacher is highly effective and has enabled the school to improve its work considerably in the last year. Standards in reading, writing and mathematics are above average and that of higher attaining pupils is well above average. Pupils' progress overall is good in these subjects. Standards in science are also above average. The school ensures that pupils' academic achievements are maintained by a rigorous system of setting targets, regularly reviewing these and amending them as appropriate. Pupils' work is assessed well and teachers use this information effectively in planning the next steps of pupils' learning. The quality of teaching in the school is good overall. No unsatisfactory teaching was observed during the inspection. The governors support the school well, are committed and are taking a much greater part in its development than previously. The school provides sound value for money.

What the school does well

- Standards in reading are above average, and those in writing, mathematics and science well above average.
- All pupils make at least sound progress and the progress of higher attaining pupils and those with special educational needs is particularly good.
- The school cares for its pupils very effectively.
- The school's links with parents are very good.
- The leadership of the headteacher is good and provides clear direction for the school.

What could be improved

- The over exuberant behaviour of pupils, particularly during teacher directed sessions at the start and end of lessons.
- Pupils' listening skills.
- Pupils' presentation of work.
- The quality of support provided in the classroom in some lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1998. It was judged have serious weaknesses at this time. When Her Majesty's Inspectors visited the school in June 1999 weaknesses were still found in several areas. The school has made significant improvements in the last year and has good capacity to make further improvements. The inspection team finds that the school no longer has serious weaknesses. The key issues from the last inspection have been successfully addressed. Teaching has significantly improved. There has been a substantial change in staffing since the last inspection but despite this, provision has been made for all staff to receive appropriate training in key areas such as literacy and numeracy in order to improve teaching skills and confidence. The quality of planning has improved. Medium term plans are in place for all subjects based on nationally produced

documentation. This has been adapted appropriately for the school's needs. The planning for English and literacy is particularly effective. Plans are monitored and annotated as they are being used in order to highlight strengths and weaknesses and create an ideas bank of tasks. Assessment Systems have been put into place to allow pupils to be tracked as they move through the school both as individuals and as part of a year group. Targets are set and these are effective in raising standards in key areas such as literacy and numeracy. Standards in mathematics have risen throughout the school. The evidence is seen in the results of national tests and pupils' work and confidence in this subject. The governors added a further key issue after the inspection which was, To improve the leadership and management of the school. The new headteacher provides strong leadership and is giving the school clear direction. She is well supported by the governors who, although inexperienced, take their responsibilities very seriously and are very supportive of the school.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			similar schools	
	1997	1998	1999	1999	
Reading	A	E	B	C	well above average A above average B Average C below average D well below average E
Writing	A	B	A	B	
Mathematics	D	E	A*	A	

There was a relatively small number of pupils taking the tests which means results have to be considered cautiously. Trends over time show that standards overall had been dropping until 1999 in reading and writing, and following the national trend of improvement in mathematics. Results in small schools vary considerably from year to year reflecting the particular make up of the class. Standards of work in science are well above the national average. The school has set very challenging targets for this year's tests which it is likely to attain. Standards of work in information technology, religious education, art, design and technology, geography, history are average and pupils have appropriate experience of all areas of study. It is not possible to judge the overall standard of physical education as no written work is available in this area and only one lesson was observed during the inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are generally well motivated and want to learn especially when lessons are made interesting and stimulating and tasks are well matched to their abilities. They are mostly attentive and responsive and enjoy school
Behaviour, in and out of classrooms	Satisfactory overall. The behaviour of a few pupils deteriorates at the beginning and end of sessions although they behave well when they are working at group tasks. Behaviour around the school and in the playground is generally good.
Personal development and relationships	Pupils have developed good learning skills and are beginning to work independently in class. They take responsibility for a number of tasks around the classroom and school. Relationships between pupils and adults are good.

Attendance	Good. Very little incidence of lateness and lessons start promptly.
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TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years
Lessons seen overall	Good	Good

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

The quality of teaching overall is good. All lessons observed were of at least a satisfactory standard. The teaching in 85% of lessons was good. The teaching of English and mathematics is good overall. Teachers have a good understanding of the literacy strategy and provide tasks that are challenging and inspire the pupils. This enables pupils to do their best and to learn effectively because their interest is aroused and maintained. The teaching of the numeracy strategy has been successfully implemented. There is good coverage of the mathematics curriculum and it is taught in such a way as to interest and challenge the pupils. The strategies, particularly that in literacy, have been adapted appropriately to meet the needs of the school. For example, the school identified a need to improve pupils' writing. Pupils' attitudes help them learn effectively because they usually concentrate well, and work independently. They show enthusiasm for the tasks set.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good quality, appropriate, broad curriculum for all pupils including those under five in the reception class. There is a good programme of personal and social education. The school provides a sound range of extra curricular activities. Curriculum planning is good and based on termly topics.
Provision for pupils with special educational needs	Very good. Individual education plans are of a high quality, specific to each pupil and set relevant and achievable targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for spiritual and moral education is sound and that for pupils social and cultural development is good.
How well the school cares for its pupils	Good overall. Appropriate child protection procedures are in place. Regular health and safety checks are made. Good quality behaviour and discipline policies are in place although they are not always rigorously applied by all staff and adults. There are good procedures for monitoring and promoting good attendance.

The school has a very effective partnership with parents. They are fully involved in the life of the school and made to feel part of the school community. Their help and participation in school is encouraged and valued.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher	Good. The headteacher works extremely hard and provides strong leadership. She has insight and vision for the future of the school.

and other key staff	She is well supported by the other staff. The staff support her well by taking greater responsibility for their subjects than previously. Literacy and numeracy lessons have appropriately been the priority for monitoring of lessons. All share the commitment to on-going improvement.
How well the governors fulfil their responsibilities	The governors are committed and fully support the Headteacher and school. They are enthusiastic and aware of their responsibilities, which they carry out efficiently. They are beginning to play a more active part in the school's development and improvement.
The school's evaluation of its performance	When she was appointed the headteacher carried out an exhaustive audit of the school's functions in order to identify and prioritise areas of strength and weakness. The school has a good overall monitoring and evaluation strategy. Pupils' performance is carefully tracked and monitored on an individual and year group basis. The implementation of the literacy and numeracy strategies has been well monitored through classroom observations.
The strategic use of resources	Good use is made of all resources – staff, financial and material. The central siting of the computers is a positive innovation and they are used well. All financial resources are carefully utilised and monitoring of the budget is good. The school consistently aims for the best value possible. The accommodation is very good, light and airy. It is made attractive by the displays of pupils' work. It is well used.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They make good progress. • The school has high expectations and enables their children to do well. • The teaching is good. • There are a lot of extra-curricular activities for their children 	<ul style="list-style-type: none"> • Parents did not express a wish for any further improvements. • • • •

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children are first admitted into the school in the term in which they are five. The results of initial assessments show their attainment to be above the average expected for their age. They make good progress in all of the areas of study of the Desirable Learning Outcomes and all children are working towards National Curriculum levels of attainment by the time they are five.
2. The school's results in the national Standard Assessment Tasks (SATs) in 1999 at the end of Key stage 1 show that pupils' reading standards overall to be above the national average. Results were well above average overall in writing and very high in mathematics. However the numbers of pupils reaching the average standard - level 2 (the required level) were below average in reading, close to average in writing and above average in mathematics. The number of pupils attaining the higher level 3 in all three areas was above the national average. Overall this would indicate that not all pupils are reaching their potential at level 2, although higher attainers are being extended effectively. However a visit from Her Majesty's Inspectorate (HMI) last July found that higher attaining pupils were not being extended satisfactorily. Teacher assessments in science were very high compared with the national average, as is the percentage of pupils reaching the higher level three. When these results are compared with similar schools the results of pupils at Hyde Heath are about average in reading, above average in writing and well above average in mathematics. Over the last four years results have fluctuated as might be expected with such a small number of pupils taking the tests each year. Statistics drawn from such small numbers should be viewed with caution. The performance of boys exceeded that of the girls in 1999.
3. The findings of the inspection show that there are no significant differences in the performances of boys and girls. At the end of the key stage standards in speaking, reading and writing are well above average although standards in listening are only satisfactory. This is a great improvement since the last report when standards in English were found to be average. At the end of the Key Stage pupils respond to questions enthusiastically and knowledgeably. They express themselves very clearly using a wide range of vocabulary. Listening skills are not so well developed. A small minority of pupils, often higher attainers, have a habit of repeatedly calling out and not listening carefully enough either to their peers or their teacher. This is not always effectively dealt with by teaching staff. Pupils' reading has improved significantly. Most pupils read with accuracy, understanding and with expression. Many pupils can express clear preferences for books and some have favourite authors. They use phonic, pictorial and contextual clues in the books to establish meaning and show evident enjoyment in reading. The older pupils have developed sufficient skills to help them find the information books they need in the library. Pupils' writing is very good. They write stories, letters, poems, and instructions and have developed good note taking skills. Their spelling of common words is very good and they have the confidence to make good 'guesses' at more complex words. Punctuation is generally good with correct use of full stops, capital letters, question marks and speech marks. Although handwriting is generally correctly formed the standards of presentation are not always satisfactory, mainly because of pupils' enthusiasm to get the task completed.

4. At the last inspection standards in mathematics were below average at the end of Key Stage 1. Standards in numeracy are now very good. Pupils work with numbers to a hundred confidently. They can subtract numbers involving tens and units and solve simple money problems mentally. Many are developing strategies to check their answers. They can count in multiples of two, three, five and ten and are developing a good knowledge of multiplication facts. They use information technology to construct graphs and pictograms and can extract and interpret information from these. Pupils can recognise and name a range of two and three-dimensional shapes. They have many opportunities to use mathematics in practical situations in order to solve a range of problems.
5. Year 2 pupils have a good knowledge and understanding of science and are developing better investigative skills than were shown at the last inspection. At the end of the Key Stage they are learning to plan their own experiments with some help and are beginning to understand that their tests must be fair. They learn the life cycle of plants through planting their own vegetables in the school garden, and are carrying out controlled experiments in the classroom into the growth of plants and discovering what conditions are necessary for them to grow. They can recognise parts of the human body, sort materials according to their properties and understand why certain materials are used for specific purposes.
6. By the age of seven, pupils' attainments in information technology are in line with what is expected for their age. They use relevant CD-ROMs to find information to support their research, and they construct graphs and interpret these effectively. Pupils can use the mouse and keyboard controls competently and accurately and give basic commands. Pupils benefit from planned whole year group teaching and opportunities to practise their skills on a regular basis.
7. Attainment in religious education is in line with the requirements of the Locally agreed Syllabus. By the end of Year 2, pupils have a sound knowledge of a range of religious beliefs including Judaism, Hinduism and Christianity. Their knowledge and understanding is increased by the use of appropriate visits and visitors. Thus they celebrate Diwali with a Hindu visitor to the school, and visit the local church to find out more about religious buildings and artefacts. Pupils have a good recall of stories from the Old Testament and understand the significance of Easter and Christmas. They understand that prayer plays an important part in the lives of people of different faiths.
8. Pupils are making sound progress overall. Good progress is made in reading, writing and mathematics and sound progress in all other areas of the curriculum. This is a significant improvement since the last inspection. The improved quality of teaching is a significant factor in this as is the schools' system for assessing and tracking pupils. The new policy of giving pupils short term individual targets to work towards in writing and mathematics means each pupil is striving to improve his or her personal performance in comparison to prior achievement. The on-going discussion, review and resetting process with each pupil strengthens relationships as well as ensuring good knowledge and understanding of pupils' progress. The school is in a good position to achieve the challenging targets set for the current year's SATs.
9. Higher-attaining pupils are making good progress overall and very good progress in writing. This was an issue when HMI visited the school last summer. Since then an audit has taken place and a policy for more-able pupils has been introduced. As a result good quality targets have been set which challenge the pupils. The examination of pupils' work shows a significant improvement over the year. The provisional results

of this years SATs show that there is a high percentage of pupils achieve above average standards in writing.

10. Pupils with special educational needs make good progress. Overall, teachers, classroom assistants and adult helpers provide good support during lessons. The targets on individual education plans are clear and specific and relate well to more highly focused short-term targets given in class. These allow for progress to be carefully tracked and monitored, so success at achieving the goals is more easily assessed. Good progress is illustrated by the number of pupils on the special needs register who are likely to achieve the national average in SATs this year.

Pupils' attitudes values and personal development.

11. Pupils' attitudes, values and personal development are good. This reflects the findings at the last inspection. Pupils show enthusiasm for school in the lively and eager way they enter the classroom each morning. They are very keen to learn and to show off their knowledge. They take a real interest in activities that match their skills and deepen their understanding, and take real joy in carrying out independent research. For example, finding out about dinosaurs and comparing them with creatures today.
12. Sometimes pupils' enthusiasm bubbles over and they do not listen carefully enough. Thus they ignore the teacher's instructions. In a very few cases, learning habits are not yet well established and individuals call out or interrupt the teacher, particularly in the introduction or end of lesson sessions. This occurs across all age groups. Pupils are not always used to listening to what others have to say, so teachers have to work very hard at ensuring that every one has a chance to be heard. This is not always successful.
13. Pupils are generally considerate and kind and they show an increasing willingness to respect rules on taking turns and giving others a chance to speak as they get older. Pupils play very well together and all age groups mix happily in the playground. They are very welcoming and their behaviour outside of the classroom is very good. Behaviour in the classroom does not reach the same high standards consistently, but overall it is satisfactory.
14. Relationships are very good. Pupils work constructively in pairs and are willing to help each other with group tasks. They work well independently and show initiative in their approach to particular problems, as in mathematics. They show concern for each other's feelings, especially with new, younger pupils.
15. Attendance is good. There have been no exclusions and no unauthorised absence. Lessons start promptly at the beginning of both sessions.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall. Of the lessons observed during the inspection 85% were judged to have been good and 15% satisfactory. No unsatisfactory teaching was observed. This is great improvement over the last inspection when over a third of lessons observed were judged to be unsatisfactory or poor.
17. The school has one class. This is divided in the mornings for literacy and numeracy. The division means that pupils are divided according to ability, which means mostly,

but not exclusively, Year 2 in one group and Year R/Year1 in the other. Tasks are planned to meet the specific needs of these smaller groups of pupils within a narrower range of ability. They are proving to be very beneficial in helping all pupils' to make at least sound progress. Pupils with special educational needs and higher attainers gain benefit from working in the group most able to meet their academic needs. The groups are flexible and do not contain the same pupils for both sessions reflecting their particular strengths and weaknesses. The organisation is effective in maximising pupils' progress.

18. Literacy and numeracy lessons have been implemented according to national guidelines with appropriate modifications to meet the particular needs of the school. For example, there has been a special emphasis on improving the quality of all pupils' writing but especially that of the higher attainers. Regular mental mathematics sessions have helped improve the pupils' recall of number facts. Pupils show an enthusiasm for the subject which is fostered by the challenging tasks. The setting of individual targets for all Year 1 and 2 pupils in literacy and numeracy is an added incentive for pupils to work hard and achieve high standards.
19. There were a number of contributory factors to the good quality of teaching observed. Lesson planning is clear with learning objectives set out very clearly and shared with all pupils at the start of each lesson. These are revised at the end of the lesson when outcomes are assessed. The teachers know their pupils extremely well and have very good knowledge of their attainment levels because of the highly effective assessment systems in the school. Tasks are planned which are really challenging and individualised to meet the needs of each child. Teachers have high expectations of what the pupils can achieve. Thus in a mathematics lesson children were all set problems of varying complexity to solve using a given number of mathematical operations. When pupils are working, there is an intense atmosphere where they are attuned to providing high standards of work. Teachers' questioning is of high quality and sharply focused so that they can effectively assess whether pupils have understood new learning or not. The information from informal assessment of this kind is carefully recorded and used to plan future work that will enable pupils to move on to the next step of learning. The group teachers move around the room and ensure that they work with every child during the lesson. This high quality individual attention ensures that all pupils receive the maximum benefit from the lesson.
20. Where there are minor weaknesses they usually stem from the over-enthusiasm of the pupils to demonstrate their knowledge and understanding. Relationships between pupils and their teachers are good. However, in some lessons there is a tendency for pupils to shout out answers to questions without waiting to be asked. This means that some pupils are not given a chance to answer. These situations are not always dealt with effectively, and are not helped when other adults in the room also interrupt the teacher's exposition unnecessarily. Some pupils' listening skills are not well developed and they interrupt or ignore their peers when they are speaking. The content of work produced is often to a very high standard but the quality of presentation is not always satisfactory. This is often because a pupil will try to exceed the target that he or she has been given during a lesson. Letters and numbers are untidily formed and work looks scruffy. Insufficient use is made of individual targets to remedy these weaknesses.
21. The teaching has improved greatly since the last inspection. The unsatisfactory teaching at that time was partly the result of lack of subject knowledge and confidence particularly in mathematics, English, design and technology and music. In mathematics

and English this has been addressed by a good programme of staff training linked with the implementation of the literacy and numeracy strategies. A specialist visits each week to teach music to the school as a whole which has improved the quality of music teaching. No lessons were observed in design and technology. From work observed around the school it is clear that the pupils are taught sound principles of designing, making, evaluating and improving their work.

22. It is not possible to make judgements about the teaching in some subjects because of the limited number of lessons observed. No lessons were observed in art, design and technology, geography and religious education and only one in each of science, information technology, music, physical education and history.

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

23. The school has made good progress, particularly since the beginning of the academic year, in effectively addressing the weaknesses identified in the previous inspection. The time allocation and planning for all subjects has been reviewed and improved and the school now provides a broad and balanced curriculum for all pupils. The statutory requirements for teaching the subjects of the National Curriculum are met and all pupils have equality of access and opportunity. Appropriate policies for special educational needs, personal, social and health education, and equal opportunities are now in place. Other policies and schemes are being adapted to meet the requirements of Curriculum 2000 and the needs of the school, in accordance with the school improvement plan. The school has formulated a good scheme for religious education based on the Locally Agreed Syllabus. The curriculum is enriched by extra-curricular activities and opportunities for pupils to participate in day visits to centres of educational interest. Satisfactory provision is made for children under five who are offered a broad and balanced curriculum. The under fives' curriculum fully covers the expectations of the Desirable Learning Outcomes and leads naturally into the work at Key Stage 1.
24. The school sets a high priority to making each pupil feel valued as a special individual and parents are very appreciative of this commitment. Pupils are provided with opportunities to learn about health issues, sex education and the dangers of drug misuse through science and personal, social and health education. The strategies for teaching literacy and numeracy skills are now well established and have contributed to raising standards. All pupils benefit from this provision including those with special educational needs.
25. Provision for special educational needs is good and standards at the last inspection have been maintained. Pupils' needs are clearly identified and appropriate action taken. The quality of this provision makes a positive contribution to pupils' progress.
26. The school has good links with the community and partner institutions. One of the most beneficial links is with the pre-school which is held on the school premises each day. This provides young children with an early feel of the school which is further enhanced by their inclusion in an assembly each week. Local people make a good contribution to curriculum enrichment by providing expertise and support for music and design technology in school, while the local vicar undertakes regular assemblies. Parents are actively encouraged to assist in school and other village residents are involved with clubs and grandparents' week. The school values and contributes to good relationships with the local schools. These are constructive and work to the

benefit of pupils. Schools combine and participate in local events such as country dance afternoons and share expertise and opportunities for staff training.

27. Provision for pupils' spiritual, moral social and cultural development is satisfactory overall. The provision for pupils' cultural development is a strength of the school. Provision is evident in all activities within the school.
28. The concerns raised in the previous inspection regarding pupils' spiritual development have been addressed and provision is now satisfactory. The school's aims have been appropriately reviewed to include pupils' spiritual development. This is mostly engendered through assemblies and religious education when pupils are encouraged to reflect on their own and other people's lives. Pupils are encouraged to appreciate the beauty of the natural world through the study of plants and flowers.
29. The school makes sound provision for pupils' moral development. The school provides a welcoming and supportive environment. All pupils are involved in formulating school rules and badges are awarded for special acts of kindness, caring or achievement. However, pupils' behaviour is not always satisfactory in the classroom. Pupils do always not have a clear idea of the effect of their actions on others – illustrated by their calling out in class when they have been requested not to. This is particularly noticeable at the beginning of lessons when pupils do not always give their best attention and are unwilling to take turns sensibly during discussions. The school is aware of the need for a consistent approach to ensure the effectiveness of the behaviour policy. However, pupils play very well together in the playground and relationships in the school are very good.
30. The provision for pupils' social development is good. There are planned opportunities for pupils to work together, usually as paired or group work in lessons. They willingly help around the school and the classroom such as by tidying up after lessons and taking responsibility for music during assembly. Pupils raise money for various charities such as Children in Need. The partnership between the school and the local community is a real strength. Most pupils help their parents at fund raising events both for the school and the village. These include providing a gymnastic display and maypole dancing at the local village fete as well as singing carols at a local elderly care home. Sound extra-curricular provision is made and pupils visit the theatre to support and enhance their work in literacy.
31. Provision for cultural development is good. Pupils have opportunities to learn about their own culture through history, art and traditional stories. Religious and secular festivals are celebrated throughout the year. Through religious education and the study of other countries, pupils gain a good understanding of the variety of different cultures around the world. Good use is made of visitors to enhance pupils' understanding of the diversity of other cultures within our own society and this makes a significant contribution to this aspect of pupil development.
32. All these experiences are having a positive effect on the learning and development of all the pupils in the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. As at the last inspection the school is a caring community. There are good relationships, happy pupils and a secure and welcoming environment. The school has made good progress in developing procedures to ensure pupils' welfare. Time is taken

to review, prioritise and implement those policies for promoting good behaviour and attendance.

34. The way in which the school cares for its pupils is a particular strength. Teachers know the pupils very well and are very aware of their particular needs and talents. Adults respond well to the mix of quiet and very self-assured children in the school. This is exemplified in the specific targets set for each child which can well relate to personal development as well as educational attainment. However these have not been sufficiently utilised to address some unsatisfactory behaviour in the classroom. Teachers notice changes in behaviour or progress of individuals that might be a cause for concern and are beginning to use such information to provide decisive help to improve individual achievement.
35. Everyday routines show that a high priority is given to pupils' welfare, health and safety, including the school's arrangements for child protection.
36. The new attendance policy focuses sharply on the link between regular attendance and levels of achievement. The home school agreement actively discourages term time holidays. It also sets out easily understood rules, which are the backbone of a new behaviour policy that recognises the importance of promoting good learning habits. There are effective procedures for dealing with any misbehaviour, including any bullying, should it occur. The school monitors personal development and behaviour carefully. As parents indicated, their children are looked after well.
37. The procedures for assessing pupils' attainment and progress are very good and have been substantially improved since the last inspection. A range of assessments, including baseline, are used to record pupils' progress as well as identify pupils with special educational needs, including the more-able, as early as possible. They are monitored closely and their progress recorded in detail. Consequently their needs are met well, especially in literacy and mathematics, and they make good progress.
38. Good use is made of information gained from on-going assessment in planning future learning for pupils. They are all set individual targets, particularly for English and mathematics, and pupils participate enthusiastically trying to achieve them. There is a well-thought out and comprehensive assessment policy, which also includes a monitoring programme. The school portfolio of annotated and moderated pieces of pupils' work helps to ensure standards of consistency when measuring attainment. Marking of pupils' work is usually undertaken alongside them during lessons. This results in individual feedback to pupils as to how they may best improve their work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Relationships with parents have been given a high priority in recent months. As a result, improvement in that period has been good and the partnership with parents is stronger than it was when the school was last inspected.
40. Parents' views of the school are very positive. They agree unanimously that the school works very closely with them, is approachable and keeps them well informed. Links with parents are very good and benefit from informal daily contact, and availability of the headteacher. The introduction of a well-sited curriculum notice board and helpful home school communications booklet has improved the quality of information given to parents. They know what their children are learning and how they can help them with their work.

41. Reports provide useful information about progress, with good opportunities for pupils to show what they have learned. The best features of the old reports have been included in a revised layout, which focuses more sharply on achievements related to the National Curriculum, targets for improvement and responses from pupils and parents. This represents a very positive development.
42. The overall quality of information for parents is very high. Because of this and of the way in which parents have been consulted about developments such as the home school agreement, support for the school is very strong.
43. The parents' association is very active. Parents value the school's involvement with the village, including its welcome for pre-school children and their families. This contributes to a very harmonious school community in which parents are involved actively in support of the school's work. Parents are keen to help their children in any way they can. They are very involved in their learning in school and at home. This is evident from the positive response to the new reading logs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The personal leadership of the headteacher of this small school is good. She has only been in post since September but has succeeded in raising morale amongst the whole school community. In that time she has carried out an exhaustive audit to identify the school's strengths and weaknesses and prioritise the most pressing needs of the school. She has worked very hard to address the issues arising from the last inspection particularly in regard to planning and the overall leadership and management of the school. She has a very good idea of the direction the school should take and what it needs to do in order to improve further. She has worked closely with the two other members of the teaching staff and the governing body to develop common and agreed goals that will improve the curriculum and thus standards achieved by the pupils. The aims of the school are at the heart of its work and well reflected in what the school is trying to achieve. This is an improvement since the last inspection when the school was found not to be meeting its stated aims.
45. At the time of the previous inspection an extra key issue was added to those stated in the inspection report. 'To improve the leadership and management of the school'. Some improvements were made in raising standards in the last year. However, it is only since September that significant improvements have been made to the overall structure of the school and a real sense of direction and purpose has been effected. The effects of this strong leadership is evident in the significant progress the school has made in many areas of its work since the beginning of the academic year.
46. Much has been done to improve the standards reached by the pupils. Target setting has been introduced. The setting of long term targets is based on initial assessments when pupils are admitted to the school. These are set for future levels of reading writing and mathematics. These targets will be reviewed and adjusted regularly following as assessment of each pupil's progress. In addition, short term targets are set on an on-going basis for English, mathematics and personal development. Those for English and mathematics have been particularly successful in raising standards over the last year although those for personal development have been used insufficiently to address some instances of unsatisfactory behaviour in class.
47. The headteacher and governors have introduced procedures to analyse the strengths and weaknesses of the school. They have used this data well to decide the priorities

for the school improvement plan. The current plan is good. It details and identifies relevant areas for improvement and is very much a working document with annotations and comments as to how improvements have been effected. Intended outcomes by a specific date are clearly stated and those designated to evaluate the success of initiatives are named. The main priorities are for the development of whole school planning and the development and implementation of the literacy and numeracy strategies. The plan is a useful and manageable working document which allows for annotation and scope for review and revision as the year progresses. It is of good value to the school.

48. The governing body is comparatively inexperienced and has been almost completely re-constituted since the previous inspection. The governors understand the extent of their responsibilities and have undertaken a rigorous programme of training in order to improve their own knowledge and understanding. The headteacher provides them with full and informative reports which enable them to have a good oversight of the progress and implementation of the school improvement plan. They are becoming more actively involved in school improvement and target setting. Governors are helping to set the overall direction of the school and there are now effective committees for the curriculum, finance, personnel, premises and health and safety in place. There were none at the time of the previous inspection. Regular meetings are held and minuted. The finance committee has sound systems in place to monitor the budget regularly. There are named governors for literacy, numeracy and special needs. All governors have responsibility for a curricular area. Governors make regular monitoring visits, and are beginning to ask pertinent questions and offer informed advice on policy-making decisions. Training on assessment and target setting is planned in order to inform them further. They have a much improved understanding of their role as the school's 'critical friend'.
49. There are effective systems in place for monitoring the quality of education the school provides. Information gained from monitoring is used to review and change procedures and practice. The headteacher monitors the quality of teaching in the school and appropriate systems are in place for the continuous evaluation of standards achieved. The teachers know the pupils extremely well and the school is able to assess the potential of each child and compare this with test results. These systems are used to inform the school development plan and target setting.
50. The provision for pupils with special educational needs is well managed. The special educational needs co-ordinator, who is also the headteacher, works closely with other staff and teaching assistants. The school development plan clearly identifies priorities, sets out activities to be carried out and provides a good focus for continuing development. Staff are well briefed and effective use is made of outside agencies. The best use is made of areas in the school for teaching small groups or individuals. Resources are good and appropriate use is made of appropriate information technology programs, such as a program related to a particular topic in mathematics.
51. The governors are fully aware of the restrictions of a small school's budget. This has been supplemented after a conscious decision was made by parents to subsidise the cost of an extra teacher for the teaching of literacy and numeracy during the summer term. This a major reason for the high amount of expenditure per pupil. The school's finances are managed very competently by the school administrator and are monitored effectively by the finance committee of the governing body. Resource options are discussed and carefully monitored.

52. Specific funding allocated to the school for provision for pupils with special educational needs is used appropriately. Funds allocated for the professional development of staff have been used wisely and according to areas defined in the school improvement plan. Most of the funding has been taken up in training for national initiatives such as the numeracy and Literacy strategies, but staff have also had the opportunity to visit other schools to see good practice in action.
53. Day to day administration is very good. Office procedures are very efficient, run smoothly and support teaching and learning effectively. Effective use is being made of information and communications technology. Both the administrator and headteacher attend courses in order that they may utilise this to maximum benefit. For example, they are just introducing the use of the assessment manager programme and have booked appropriate training to support this. The school office is very welcoming. Parents find the administrator knowledgeable as well as very helpful and approachable.
54. The school is beginning to use the principles of best value. The monitoring systems introduced, together with the tracking of pupils and comparison of results with similar schools enables the school to identify its priorities effectively. It consults parents and other outside bodies to seek their views. For example it issued questionnaires to the parents to find out how they feel about the provision made for their children. The school compares its performance with that of other schools to enable it to set targets. The governing body, because of its comparative inexperience, has not yet made a start on competitive tendering arrangements for significant expenditure but buys in the services it needs from the local authority, to ensure good value.
55. The school is well staffed with appropriately qualified and experienced teachers to meet the demands of the curriculum. The teachers all share the responsibility for the class. They work very well together and the pupils benefit from this. All teachers are responsible for at least one area of the curriculum and have undertaken a staff development interview to help them carry out their responsibilities more effectively. Teaching assistants work closely with teachers to ensure that pupils with special educational needs are well supported and that all pupils receive help when needed. However, best practice is not always evident and wrong messages are given to pupils when an assistant interrupts lessons unnecessarily. There are a good number of volunteer adult helpers in the school and these make a valuable contribution to pupils' progress.
56. All staff have job descriptions and arrangements for continuing professional development are good. The Headteacher has had a professional interview with each member of staff to discuss both subject and personal development. They have set targets, which they are working hard to achieve. The school engages the help of local education authority advisers, with much of the recent focus being on literacy, numeracy and information technology. The whole staff work as an effective team, which is having a significant impact on the progress that pupils are making.
57. The school's accommodation is good. The classrooms are spacious and well used. Carpeted areas are used effectively for introducing and concluding lessons. The school hall is just adequate for physical education although the placing of cupboards further diminishes space. Very good use has been made of all corridor space. The walls of corridors and classrooms have been enhanced by displays of pupils' work. The school library is small but cosy and adequate for the number of pupils. It is enhanced by pupils' displays relating to favourite books such as 'The Lighthouse

Keepers Lunch'. The reading scheme books have been centrally placed and re-organised so that pupils can select their own books independently from the appropriate level. A corner of one classroom houses all the computers. This is a good use of space and enables whole year group teaching to take place. However the chairs used are too low for pupils to be able to see the screens without straining their necks. The school grounds are spacious and very attractive. They provide a very good area for pupils to develop their knowledge of living things through the provision of a school garden, pond and appropriate pets. The adventure playground with a good quality safety surface is a very good addition to the school and aids pupils' physical development and co-ordination. The concrete tunnel currently has no safety surface at its entry and exit points. The whole is enhanced by being immaculate and very well cared for.

58. The last inspection report indicated that resources were generally unsatisfactory and inadequate in most subjects. Many library books were worn, outdated and needed replacement. The school has successfully addressed this concern with the development of a good library area and the provision of much new literature to increase reading for pleasure. Resources overall are good and make a significant contribution to pupils' learning. Many additional resources have been bought to support the introduction of the Literacy and numeracy strategies.
59. The management and efficiency were found to be in need of considerable improvement during the previous inspection. The issues concerning the leadership and management of the governors have been successfully addressed. The overall leadership and management of the school is now very sound. Because of the abilities and commitment by all involved, and the practical implementation of new and effective monitoring systems the school's capacity for further improvement is good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. The governors, headteacher and staff have appropriately and clearly outlined priorities in curriculum planning, literacy, numeracy and information technology in the school improvement plan. In addition to these and in order to raise standards further, the governors, headteacher and staff should further improve the quality of teaching and learning by :
- 1.) Taking steps to improve pupils' listening skills. (Paras. 3,12,20,75,78)
 - 2.) Reviewing and revising the behaviour and discipline policy and ensuring it is consistently applied by all staff and adults in the school, so that pupils' behaviour and progress improve. (Paras.12,20,46,78,79,91.)
 - 3.) Improving the presentation of pupils' written work. (Paras. 3, 20, 77.)
 - 4.) Improving the quality of support in lessons by providing appropriate training in order to improve classroom practice, so pupils make sound or better progress in their group work. (Paras. 20,55,79.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	85	15	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	24
Number of full-time pupils eligible for free school meals	N/A	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	4

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	7	7	8
	Total	12	13	14
Percentage of pupils at NC level 2 or above	School	80	87	93
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	7
	Girls	7	7	8
	Total	12	12	15
Percentage of pupils at NC level 2 or above	School	80	80	100
	National	82	86	87

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	24
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	1.6
Number of pupils per qualified teacher	15
Average class size	24

Education support staff: YR– Y2

Total number of education support staff	2
Total aggregate hours worked per week	20

FTE means full time equivalent

Financial information

Financial year	1999/2000
	£
Total income	93459
Total expenditure	99007
Expenditure per pupil	4951
Balance brought forward from previous year	15804
Balance carried forward to next year	10256

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	24
Number of questionnaires returned	14

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	71	29	0	0	0
Behaviour in the school is good.	43	57	0	0	0
My child gets the right amount of work to do at home.	43	43	7	0	7
The teaching is good.	93	7	0	0	0
I am kept well informed about how my child is getting on.	79	21	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	100	0	0	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	79	21	0	0	0
The school is well led and managed.	86	7	0	0	7
The school is helping my child become mature and responsible.	79	21	0	0	0
The school provides an interesting range of activities outside lessons.	57	36	7	0	0

Summary of parents' and carers' responses

Parents were overwhelmingly supportive of the school.

Other issues raised by parents

Many parents at the meeting commented favourably on the recent improvements made at the school and the greater involvement of parents..

No other issues were raised by the parents.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. Children are admitted into school in the term they are five. Most have had pre-school experience in the highly-regarded pre-school located on the school premises. Positive links are established with parents who are encouraged to participate in the children's learning. Staff are always available to discuss with parents any aspects of the child's work and progress.
62. When they enter school, children's attainment is above average in all aspects of their development, particularly language skills. Baseline assessments are carried out during the first few weeks in school and this information is used to set appropriate work, particularly in literacy and numeracy. Staff carry out continuous assessment and each child has an individual target which is tracked carefully in order to ensure progress. Pupils with special educational needs are identified early. With effective support they make good progress.
63. By the time children enter school most have already achieved the Desirable Learning Outcomes and embark on much of the National Curriculum Programmes of Study. During morning sessions children join pupils in Year 1 for literacy and numeracy and in the afternoons they cover work similar in content to the other pupils in the school. At all times work is set for them according to their needs and abilities. Staff work together as an integrated and effective team and relationships are very good. They have a good understanding of the needs of children and plan work which offers a good balance between teacher directed and child initiated activities, all of which are purposeful and well organised. Staff know the children very well and ensure that the children settle quickly and happily into daily routines.
64. Social development is good and children are able to work independently, concentrating on their given work. All the children are interested and responsive, taking part in all the activities provided for them with enjoyment. They take turns and co-operate with one another in activities both during lessons and in the playground. The children feel secure and happy in all aspects of learning and staff use praise and positive reinforcement to promote confidence in learning and behaviour. By the time they are five children reach standards in social development above those expected for their age.
65. Children develop their personal and social skills alongside those for speaking and listening. They enter school with good verbal skills and listen attentively to stories, songs and can sing from memory such as songs from Joseph during assembly. Children develop an interest in books and know the sequence of page turning. A commercially-produced reading scheme gives a firm structure through which children increase their skills. Children are taught phonics with a focus on particular sounds, and can match initial letter sounds to words. They can interpret pictures correctly and re-tell the story from their results. They are beginning to form letters and words correctly and write sentences over teacher's writing. Many can write their names independently. Good language skills means that children make very sound progress and reach standards above those expected.
66. Overall, by the time they are five, attainment in mathematics is above that expected. Children make sound progress in their mathematical development and acquisition of

skills. Mathematics is taught well, either individually in small groups or with Year 1. Children are provided with challenging, progressive activities which hold their attention. They are eager to learn and listen carefully to questions and ask for appropriate help, if necessary. They can all recognise numbers to 10 without difficulty, can count in 10's to 30 as well as recognise coins to 10p and count out money. Through sand and water play children begin to understand aspects of capacity and volume. Mathematical language is continually reinforced during activities and this encourages good progress in the development of children's mathematical vocabulary.

67. Children make good progress in learning about the world in which they live, and by the time they are five attainment is above average. They talk about where they live and have an understanding of times gone by. They show an interest in pets and understand that animals reproduce and change as they grow older. Children use the computer independently and are developing their manipulative skills. They can lift and drag a frog, draw a pond and colour it and build a pictogram. They use a tape recorder successfully. Appropriate skills are learnt in technology when children learn to join, cut and stick materials together such as making weather mobiles which are colourful and effective. Imaginative structures are created from a range of constructional equipment.
68. When they enter school, children's physical development is at the level expected for children of this age and progress is good. There are many opportunities for children to engage in cutting and sticking activities. They use scissors, paint brushes and pencils competently. They are able to colour in carefully and have good fine and gross motor control. Opportunities for outdoor sessions ensure physical development and children engage in a variety of activities running and climbing on a good range of play apparatus, which they undertake with increasing bodily control and co-ordination.
69. Overall, children make good progress in the creative areas of learning and reach standards above those expected by the time they are five. Children react positively to a wide range of learning experiences through art, music, dance, stories and imaginative play,

ENGLISH

70. Results of National Curriculum tests in 1999 show that standards in reading were above average and those in writing were well above average. Pupils' attainment in reading have fluctuated between above and below the national average since the last inspection. Standards are improving because of the positive action the school has taken. Pupils' attainment in writing has been consistently above the national average since 1996 but has fluctuated considerably only showing a significant rise in 1999.
71. When compared to similar schools standards in reading were average and those in writing above average. Boys' performance was better than girls in the tests in 1999 which was a reversal of the national trend.
72. At the last inspection, although pupils' attainment was judged to be in line with national expectations, overall progress was unsatisfactory given the levels of attainment when pupils entered the reception class.
73. At the time of HMI visit last summer although standards had improved, tasks set in English were not being matched closely enough to pupils' needs and prior attainment – especially that of the more able pupils. Since then the school has introduced

systems for tracking pupils' progress more closely and the emphasis has been on raising standards of attainment through setting challenging targets for all the pupils. The school has improved the literacy environment in which pupils' work by making the school a more 'wordy' place, with word lists and alternative vocabulary heavily emphasised in classroom displays.

74. The evidence of this inspection shows that the fall in standards has been reversed and the school's challenging targets for 2000 are appropriate. There is no discernible difference in the attainment of boys and girls.
75. Speaking skills are very good. Pupils are confident and articulate and speak happily before the whole school group whether in class or assembly. Year 2 pupils discuss the findings of their individual research about dinosaurs competently and animatedly and make appropriate comparisons with creatures of today. For example, one pupil confidently compared the three-toed claw of the hen or rooster with that of a velociraptor and explained how it would have been used. Listening skills whilst satisfactory are not so good. Some pupils do not always take the trouble to listen carefully to their teachers or their peers because they are so anxious to make their own point of view known. This occasionally leads to repetition or pupils not being entirely sure what their task is. A poor example is set for pupils when a classroom assistant interrupts the teacher inappropriately to reprimand pupils for perceived unsatisfactory behaviour.
76. Pupils make good progress in reading. The library area has been re-organised and a substantial number of new books have been purchased which meet the interests and enthusiasms of the pupils. Pupils read regularly at school and at home. The home/school reading log is used effectively as a means of communication between home and school with parents and teachers highlighting strengths and weaknesses in reading and teachers offering practical advice when any difficulties occur. Reading resources are varied and appropriately graded and reading skills are regularly assessed. Higher-attaining pupils are reading fluently by the end of Year 2. They express opinions about the books they have read and enthusiastically discuss characters and plots. A higher-attaining Year 2 pupil explained why he disliked the characters of Snape and Malfoy in the 'Harry Potter' series of books by describing them as being 'mean, sly and unkind and always trying to get Harry into trouble'. All the pupils, including the lower attaining pupils in Year 2, are reading in line with the expected level nationally. The reason for this improvement in reading standards is that pupils are taught appropriate phonic strategies for building up unknown words from an early stage and use these confidently. They also use the context of the story and pictures effectively to help themselves. The pupils show good recall of texts they have read and all readers heard in this year group could give an accurate summary of the 'story so far'. Pupils in Year 2 use dictionaries confidently and select appropriate books from the library to help them with individual research.
77. Pupils' written work indicates that they make good progress over time. Higher-attaining pupils have made very good progress over the last year, but from a lower base than would have been expected. This means that higher-attaining pupils have 'made up lost ground' and are now working at a level, which is at least commensurate with their levels of ability. By the end of Year 2, most pupils' writing is well organised. They have good knowledge of punctuation and can spell most common words correctly. Pupils will have a good guess at more complex vocabulary. Higher-attaining pupils produce stories and extended writing of good quality in a variety of different forms. One pupil used interesting and appropriate vocabulary when writing a science

fiction story and based the style on that of star wars 'Once long ago in a galaxy further away than even you can imagine.....' All pupils extend their ideas logically and are encouraged to express themselves in an individual and interesting fashion. A Year 1 pupil when writing about Joseph used advanced vocabulary accurately and appropriately. He described Pharaoh as being 'baffled' by his dreams and Joseph 'interpreting' them for him. Pupils begin to draft stories from Year 1 using storyboards and quickly progress to doing this independently using words and pictures. By Year 2 they confidently draft their stories listing salient points and ensuring that stories have a good beginning, interesting middle and appropriate ending. Lower attaining pupils are usually well supported in class by an appropriate adult and make good progress. Pupils practice a cursive handwriting style and this shows that pupils can form their letters correctly and write neatly. However writing and presentation in the workbooks are often careless and work is scruffy. This is often because pupils are so keen to complete their work and exceed individual targets for the lesson. Not enough is being done to encourage good presentation overall. This was a weakness at the last inspection and has not yet been satisfactorily addressed.

78. Pupils' attitudes to work are satisfactory overall. They are very keen to offer their own ideas and respond well to teachers' questions in introductory and plenary sessions. However they do not listen so well to points being offered by their peers, and there is a reluctance to take turns and a tendency to call out answers. Once tasks have been set they settle to work well and are developing good skills as independent learners. They live up to their teachers' high expectations concentrating very well on their written work. They understand the need to be responsible especially when working independently of the teacher during the literacy hour. They ask questions of themselves and find the answers they need. They work co-operatively with partners and are kind and supportive of each other.
79. The quality of teaching is good overall. Lessons are well paced and purposeful. They are well planned, prepared and resourced. Teachers' questions are skilful and well focused and are used well to aid pupils learning. They are open ended and sufficiently challenging to ensure that pupils have to think carefully about their answers. Planning for literacy sessions is detailed, learning objectives are clear and shared with the pupils at the start of each lesson so that fully understand what they are going to learn. The outcomes are reviewed carefully at the end of each lesson and this forms a valuable part of the on-going assessment of pupils' progress. This is then used to plan future work. Separate tasks are set for pupils of different abilities and appropriate targets are set for the amount and quality of work to be completed each session. Learning support assistants and adult helpers are very well briefed by the class teacher and most provide good quality help and aid pupils' progress. Marking of work is done alongside the pupil. It is highly individual and includes the revision of longer-term targets where appropriate. Very good individual record keeping tracks the progress each child is making and these are used effectively to plan future work. A weakness is the inattention paid to the calling out and interruptions by a very few pupils which prevents others from having a chance of expressing their points of view. The school has improved the quality of teaching since the last inspection when it was sound overall but ranged from unsatisfactory to good. It has also successfully addressed the weaknesses identified by HMI last year.
80. Resources for the subject are much improved and a wider range of books has been introduced. The subject is effectively managed and the planning documents, which have been comprehensively revised, are well annotated to provide a good quality ideas bank for future use.

MATHEMATICS

81. The results of the statutory assessments in the summer of 1999 show that the proportion of pupils reaching the expected levels of attainment at the end of Key Stage 1 (level 2 or above) was well above the national average and the proportion reaching Level 3 was very high compared to the national average. When compared with similar schools the results are well above average. Boys have performed better than the girls and their performance was above the national average and that of girls close to the national average. There is no evidence of this discrepancy in performance during this inspection.
82. End of Key Stage 1 tests and teacher assessments for the 2000 indicate that pupils are achieving standards well-above those expected nationally. The figures for national comparative results are not yet available for the current year. Teacher assessments over-estimated the number of pupils attaining the higher levels both in 1999 and 2000.
83. Pupils' performance had previously declined prior to 1999 but improved in 1999 mainly due to planning for the National Numeracy Strategy. The introduction of targets and quality of teaching as well as the school's comprehensive planning and monitoring systems are having a positive effect on raising standards.
84. Currently pupils at the end of Key Stage 1 achieve standards which are well above that expected nationally. They have a secure understanding of place value which allows them to manipulate numbers to 100 effectively. They understand the simple addition of money and can subtract numbers up to 100 successfully. They are developing strategies to check their answers. Pupils have quick and accurate recall of number bonds and recognise number patterns, including multiples and odd and even numbers. Pupils sort and name two-dimensional and three-dimensional shapes and are able to use standard measures accurately. Pupils are challenged to use mathematics in practical situations to solve a range of problems. Year 1 pupils relished using real money to solve money problems up to £1-00 and finding as many ways as possible to find given amounts.
85. Pupils are well taught. Teachers' planning is good and lessons have a clear structure which establishes good links with other lessons. Teachers inform pupils of the learning objectives resulting in them being aware of their own learning. Teachers' knowledge of their subject is good and the activities are well matched to the planned learning. Good use is made of resources and the computer is used to provide extension activities for more-able pupils. The pace of the lessons is good and helps to maintain interest and enable pupils to complete their work within the time allocated. Progress is good for all pupils including those in the reception and pupils with special educational needs. Challenging activities, which help pupils to make good progress and achieve well for their abilities, are provided in most lessons. In the mixed age class, pupils are grouped by ability and well-planned activities provide challenging tasks which helps them to make good progress. Support assistants and other adults are well briefed and most provide good quality feedback to the teacher at the end of a lesson, which assists the teacher's assessment procedures. However the quality is not always consistent and thus is not as effective as it could be.
86. The school places a high emphasis on mathematics and uses the Numeracy Strategy well. The appointment of a part-time teacher for the younger pupils is having a beneficial effect on the quality of curriculum offered to pupils. Results of assessments are used well to identify targets, inform future planning and grouping arrangements.

The introduction of the Numeracy Strategy is having a positive effect on raising standards particularly through mental mathematics activities in which all pupils respond with enthusiasm.

SCIENCE

87. In 1999 teacher assessments the number of pupils reaching the expected level of attainment at the end of Key Stage 1 (level 2) were well above the national average. When compared to similar schools the results were well above average at level 2 with the proportion achieving the higher level 3 also well above average.
88. Teacher assessments for this year indicate that pupils are achieving standards well above those expected nationally. It is a small group of pupils and thus any statistical analysis must be viewed with great caution. During the current academic year teachers' assessments have been more rigorous compared to those previously undertaken and there has been a focus on ensuring that standards are consistent. During the inspection only one science lesson was observed although pupils' work was scrutinised. From the limited evidence available, standards are well above the national average.
89. By the end of the key stage, pupils have gained a good knowledge and understanding across the full range of the curriculum. They are developing an understanding of the pattern of human development and know that humans produce babies that grow into children and then adults. They can sort materials into groups according to their properties and understand their suitability for certain use. For example, why saucepans are usually made of metal and why chairs can be made of wood but not jelly.
90. All pupils make at least sound progress in their scientific knowledge and understanding. For example, younger pupils can name parts of the face while older pupils can identify more parts of the body and understand the need for exercise and food in order to keep it healthy. Pupils' progress in the development and application of their scientific skills is satisfactory, but slower than other aspects of the subject. Because of a lack of previous experience much of the work they do is organised by their teacher. In their investigations most pupils in Year 2 can predict what might happen, when prompted, but some still have limited understanding of the idea of fair testing and of a scientific way of working. Pupils record their results appropriately in a variety of ways according to their ability. At the last inspection it was stated that pupils had insufficient opportunities to organise and carry out their own investigations. This has been addressed to a certain extent but this work is still too teacher directed and requires further improvement to make pupils' learning more independent.
91. In the lesson observed lesson, teaching was sound. Planning incorporated learning objectives which were shared with pupils. Sound questioning skills were used but there was insufficient reinforcement of scientific terms and this affected pupils' progress in the development of scientific vocabulary. The pupils enjoyed practical work and most co-operated well with each other. A few lacked the ability to concentrate and to persevere with the tasks set. This made their learning less effective and curtailed their progress. The school makes good use of the grounds and the pond as teaching resources for studying the natural world.
92. Formal assessment of pupils' attainment at the end of Key Stage 1 takes place during the summer term. Regular informal assessments are made at the end of each topic

area and used to help inform short-term planning. Current recording of pupils' achievements are linked to national curriculum levels, and this is an improvement since the last inspection. The science policy and scheme of work are currently under review as part of a rolling programme within the School Improvement Plan. To date much work has been undertaken linking the needs of the school to Curriculum 2000 and other national recommendations. This is a continuous process and there has been considerable progress in this area since the beginning of the academic year.

It is not possible to make overall judgements about standards and progress in music and physical education; or about teaching in art, design and technology, geography, information technology, music, and religious education because little or no teaching of these subjects was observed. For subjects such as art, design and technology, geography, information technology and religious education it was possible to examine pupils' written work, study displays around the school and look at teachers planning in order to make judgements about standards and progress.

ART.

93. Work on display indicates that pupils make sound progress and achieve appropriate standards. Pupils have opportunities to draw from first-hand observation, such as line drawings of houses in the village undertaken during the study of the local area. Throughout the school pupils record their ideas, feelings and observations in an imaginative way using a variety of media. They are developing a sound knowledge of colour mixing as evidenced by an attractive display to illustrate varying shades of yellow. Bold use of colour in the style of Georgia O'Keefe is illustrated by paintings of giant fruit.
94. There is evidence of cross-curricular links to many subject areas such as science, mathematics, literacy and religious education. For example, designs inspired from observation of the pattern and texture of Indian fabrics undertaken during the study of the Festival of Light, line drawings of the development of the growth of beans and the decoration of lunch boxes from the story of the Lighthouse Keeper's Lunch. Pupils are introduced to the paintings and works of a number of artists and a painting of the week is displayed in the hall. At the time of the inspection the painting was that of Rousseau's Tiger and an appropriate question about how pupil thought the tiger looked prompted discussion amongst many of the older pupils. Artwork was well-displayed throughout the school as a celebration of pupils' achievements and makes an aesthetically pleasing contribution to the school environment.

DESIGN AND TECHNOLOGY

95. Standards are broadly in line with those expected nationally. Pupils are provided with a range of appropriate experiences and curriculum coverage, which includes food technology. They have opportunities to design, make and evaluate their work as well as use commercially produced technology products and construction materials. Pupils use a range of materials and suitable joining techniques such as glue, fasteners, tape and string. Pupils in Year 1 design and make playground equipment for a teddy bear using a variety of materials after careful first-hand observation of equipment in the playground. Links are made to other subject areas such science and literacy when pupils make lighthouses incorporating an electrical circuit based on The Lighthouse Keeper's Lunch. Other planned work for later this term will involve pupils making moving vehicles to test in the science topic on forces and movement. All pupils were involved in designing a coat of many colours for Joseph. This task involved the use of

computers in producing the finished design. Pupils evaluated their designs and modified them as they thought necessary. One pupil wrote 'I decided to use squared paper as it was easier to get the design right'.

96. Pupils designed and made their own musical instruments during music week. Reception pupil made simple shakers and elementary drums whilst some Year 2 pupils designed and made more complex instruments such as 'rain sticks'. These proved to be very effective and a good imitation of commercial models. There are regular opportunities for all pupils to participate in food technology – such as making Easter biscuits - with all enjoying the results! Sound progress is made in the subject and pupils use a range of learning materials. Through different forms of activity they acquire knowledge, skills and understanding.

GEOGRAPHY and HISTORY

97. Pupils make sound progress and achieve satisfactory standards in both of these subjects. Pupils know where they live and its comparative place in England. They are developing a good knowledge of the environment in which they live through the use of plans and maps. They can describe features of their own locality, and identify which they like and which they do not. They understand that an area changes and develops over time, and can refer to the local area to illustrate what they were saying. They appreciate that localities differ in different parts of the country, and are beginning to have some understanding that this affects the lives of the people who live there. Pupils understand the principles of maps, and recognise the importance of them when planning a journey. They make both real and imaginary maps, and have drawn maps of the village and their routes to school. They have studied weather patterns across the country, kept weather diaries and utilised an appropriate computer programme to construct their own weather maps. At the last inspection progress was unsatisfactory and curriculum planning in some instances was poor. Planning has been revised in line with new documentation and coverage is much improved. Resources have been improved and pupils' work shows greater motivation and interest.
98. Pupils develop a good sense of the passage of time. They can distinguish between events that took place in the recent past and those that happened longer ago. They are beginning to develop an understanding of why people in the past acted as they did. their own.
99. Teaching in the one history lesson observed was sound. Carefully planned and chosen activities helped pupils to understand what it was like going to school in the past. A local grandmother visited the school, described her experiences and used artefacts well to make the past come alive for them. Pupils had the opportunity to learn the games that children played and how day to day living differed from their own. By the time they leave the school, pupils have made satisfactory gains in learning to acquire information from artefacts. They learn the right sort of questions to ask to help them understand what different items were used for and why some items are different today or no longer used. The time was used well in helping to set the scene for pupils to write imaginatively how they might have felt living in the past.
100. Good opportunities were provided for pupils to handle and draw the objects thus developing their observational drawing skills. There were good links to science through observation of the materials used, and their appropriateness at the time.
101. A stimulating curriculum, including visits around and visitors from the local area,

motivates interest and develops good attitudes towards the subject. The lesson caught pupils' imagination and they responded with interest handling resources with care, respect and interest. Resources for the subject were inadequate at the last inspection. There was no discernible shortage at this time.

INFORMATION TECHNOLOGY

102. Pupils make satisfactory progress in their activities and by the end of Key Stage 1 achieve the levels expected for their age.
103. Pupils are confident when using the computers. They can select and start programs on the computer, use the mouse to click and drag and are developing good keyboard skills. They understand the basic functions and how to print out their work. Pupils are developing their word processing skills. They write stories and poems using upper and lower case letters, enter spaces and correct simple text. They use an appropriate programme to draw pictures for use with their art and topic work and use appropriate tools such as rubber and fill. They use good quality mathematics and language programs to extend their understanding of number and literacy. The pupils have written their own newspapers and taken the opportunity to use a range of fonts, colours and font sizes to create interest and variety. Older pupils can access information from a CD ROM in literacy and use programmes to assist them in their own independent research. For example, a relevant program about dinosaurs was used for extending their topic work. Modelling and control is planned for inclusion later in the current term. Pupils know about the application and use of information technology in the world through computers, telephones and recording devices. They confidently operate the hi-fi equipment in assembly, and the listening centres in the classrooms.
104. Pupils' attitudes towards the care and use of information technology equipment is good. They talk critically about their programs and behave sensibly when using them. They concentrate well and respond with enthusiasm to the task set. Pupils are eager to learn new aspects of their work and often ask relevant questions which help to increase the progress which they make.
105. Since the last inspection a more thorough system of recording pupils' competence has been introduced with on-going assessment and recording of pupils' achievements. The policy and scheme of work has been revised to meet national recommendations and Curriculum 2000. The school improvement plan shows that the school intends to increase and up-date their computers in the near future. The monitors are currently set too high for many of the pupils to use without straining their necks.

MUSIC

106. Pupils' singing is of a good quality. It is tuneful and shows a good understanding of correct phrasing and appropriate dynamics. Pupils generally have a good sense of rhythm, this is further borne out by their ability to skip and dance in time to the music in physical education. During music week pupils listened to range of visiting performers and experienced songs and music from other cultures as well as hymns and psalms from the Christian faith. They made a range of percussion musical instruments, which are well designed and meet the purpose for which they were intended.
107. The school benefits from one of the governors, a retired teacher, visiting the school each week to assist with the teaching of music. In this way the school has taken steps to address the criticism of the last inspection report which found that attainment was

below average because of unsatisfactory teaching. However, it is not possible to make a judgement on its success. The school has a good range of resources and pupils listen to a wide variety of music from many different cultures and are encouraged to evaluate and express their opinions about it.

PHYSICAL EDUCATION

108. Pupils showed an understanding of the need to warm up prior to activity and also the importance of being correctly dressed. Progress made during the lesson was good. The teacher took the pupils through each stage of the dance carefully and gave them enough time to practice the steps in each section. The quality of pupils' skipping improved greatly during the session and from less than half the class dancing in time at the start of the lesson all but one or two were keeping time to the music by the end. The pupils learned the steps of the simple dance being taught well and showed a good sense of rhythm and timing.
109. The pupils behaved very well. The use of praise and encouragement was a strong feature of the lesson and pupils responded positively to this. The pupils worked very well with their partners and took due care when they were beginning to weave the ribbons round the maypole not to entangle the non participants in the streamers.
110. The quality of teaching in this lesson was good. It was very well planned and the teacher was confident and clearly enjoyed working with the pupils. The instructions given were clear and easily understood by the pupils and the teacher was careful to ensure that all participated. The pace of the lesson was brisk and class management was very good.

RELIGIOUS EDUCATION

111. Planning for Religious education is good. Teaching is combined with assemblies and a theme is taken for each week of the year. This covers the Locally Agreed Syllabus effectively and the subject makes a good contribution to pupils' personal development.
112. By the end of the key stage pupils have a sound knowledge of a range of Old Testament stories such as Jonah and the whale. The pupils can relate the story of Joseph in detail and describe his talent for interpreting dreams. Pupils learn the stories of the New Testament and know that Jesus used parables to teach the people around him. When they visited the local church the pupils studied the artefacts and learned the names and purposes of much of the furniture and equipment. As an extension of this visit they made observational drawings of the artefacts and the buildings and reproduced some of the designs shown on the church kneelers.
113. Pupils are aware that they live in a multi-cultural society and that people subscribe to many different faiths. A Hindu friend visited the school and explained to them the traditions of her religion. The pupils learned the story of Rama and Sita, celebrated Diwali, made appropriate food and tried on traditional costumes. They compared a Hindu temple with their own church and discussed which things were different and which were similar.
114. Pupils' attainment at the time of the last inspection was satisfactory although medium term planning was not consistent throughout the school. By introducing religious education as part of the assembly programme each week the planning has become good and a coherence has been given to pupils' work.

