

INSPECTION REPORT

WALTER POWELL C of E (VA) PRIMARY SCHOOL
Chippenham

LEA area: Wiltshire

Unique Reference Number: 126442

Inspection Number: 185537

Headteacher: Mrs M A Cole

Reporting inspector: Ms B Matusiak-Varley
19938

Dates of inspection: 29 November – 2 December 1999

Under OFSTED contract number: 707905

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Dauntsey Road Great Somerford Chippenham Wiltshire SN15 5HS
Telephone number:	01249 720797
Appropriate authority:	Governing Body
Name of chair of governors:	Reverend G Oswald
Date of previous inspection:	September 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
B Matusiak-Varley <i>Registered Inspector</i>	English History Art Music Religious education – inspected by Section 23 Provision for Travellers’ children Curriculum for the under-fives Equal opportunities	Attainment and progress Teaching Spiritual, moral, social and cultural development The leadership and management of the school
D Thomas <i>Lay Inspector</i>		Attitudes, behaviour and personal development Attendance Support, guidance and pupils’ welfare Partnership with parents and the community
N Wales <i>Team Inspector</i>	Mathematics Science Design and technology Information technology Geography Physical education Special educational needs	Curriculum and assessment Staffing, accommodation and learning resources The efficiency of the school

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London WC2B 6SE

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MAIN FINDINGS

What the school does well

- By the time that pupils leave school at the age of eleven, they are attaining high standards in English, mathematics, science, geography, history, art, music and design and technology and the majority of pupils make good progress.
- The quality of teaching is good overall; staff are very hard-working and used well to support pupils' learning.
- Teachers' subject knowledge is good, resources are well chosen and lessons are interesting. These factors encourage pupils to develop good attitudes to learning.
- The curriculum is good; it is vibrant, interesting and is well enhanced by creative projects and visits to places of interest.
- Behaviour throughout the school is very good; pupils are courteous, polite and get on well with one another. Relationships are very good.
- The school is a very caring Christian community, where each child is valued for his or her uniqueness.
- The school makes very good provision for pupils' spiritual and moral development, and good provision for social and cultural development.
- Attendance is good and promotes high standards.
- Partnership with parents and the community is very good. Parents are seen as true partners in their children's learning and regularly help out at school.
- The school provides good support and guidance for the welfare of all pupils.
- The leadership and management of the school are good because the headteacher provides very clear educational direction and is well supported by the senior management team and governing body.
- The school has very efficient systems for financial control.

Where the school has weaknesses

- I. Spelling in both key stages is not as good as it could be and, on occasions, pupils do not present their work neatly. They have insufficient opportunities to act upon corrections made by teachers.
- II. Teachers do not always use information gained from assessment to guide the next stages of pupils' learning; assessment opportunities are not built into short and medium-term plans.
- III. Targets, which are appropriately identified for pupils with special educational needs, are not consistently used in tasks set in class.
- IV. Lower attaining pupils do not receive sufficient teacher intervention in lessons to help them make better progress.
- V. Co-ordinators do not monitor the quality of teaching and learning in their subjects, and the examples of very good practice are not fully shared among staff.
- VI. The school does not have sufficient large equipment to support children's learning through outdoor play. In a minority of lessons the tasks set are not well matched to the children's age and stage of development; they do not have sufficient opportunities to learn through a range of practical first-hand experiences based upon using their senses.

The weaknesses are outweighed by what the school does well, but these weaknesses will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made good improvement since the previous inspection and this has resulted in the above-average standards in core subjects in Key Stage 2. Standards have improved in English, mathematics, science, history, geography, art, design and technology and music. The quality of teaching and learning has improved in Key Stage 1. Much hard work has gone into improving assessments through trailing and evaluating a range of assessment strategies to ensure that the school's practice is effective. The school is now well placed to finalise systems to be adopted for manageable record keeping. Listening skills have improved throughout the school and satisfactory progress has been made in developing the curriculum for the under-fives, which is now planned according to the national guidance that identifies the learning suitable for children under five. However, the school does not yet sufficiently ensure that teachers' planning clearly identifies what they want the children to learn and how learning will be developed through opportunities for first-hand experiences.

Teachers' planning has improved; it now clearly identifies what they want pupils to learn. The introduction of a two-year planning cycle, and updated schemes of work in all subjects, have ensured that pupils build upon their prior skills. Good progress has been made in developing a meaningful curriculum, which is relevant to pupils' needs. Although there has been sound improvement in developing the role of the co-ordinators, this issue has not been fully dealt with because the staff have only worked together as a cohesive team since January 1999. Leadership and management of both the headteacher and governing body have improved since the previous inspection. Financial control is now good as opposed to being sound in the previous report. School administration is effective. Pupils' attitudes to learning are now good and behaviour is very good.

The school has set realistic targets to further help pupils to do better in future National Curriculum tests. The school is well placed to make further improvements.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	A	A		
Mathematics	=A*	A*		
Science	A	A		

NB – The cohort of pupils who took the tests was small and, therefore, results need to be treated with caution.

The information shows that standards are high both in comparison with national averages and when compared with similar schools. Standards have improved since the previous inspection. By the age of five, children achieve the levels expected of their age. Their attainment in speaking and listening is above average. By the age of seven, standards are average in English, mathematics and information technology, but are high in science, art and design and technology. In all other subjects, pupils attain levels expected for their age. By the age of eleven, standards are high in English, mathematics, science, history, geography, art, music, design and technology and information technology. Standards in physical education are in line with expectations for pupils aged eleven. Overall, pupils make sound progress in Key Stage 1 and good progress in Key Stage 2. Pupils with special educational needs and children from Travellers' families make sound progress. Religious education was inspected under Section 23 of the School Inspections Act 1996 upon the request of the governing body.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Good	Good
Mathematics	Satisfactory	Good	Good
Science		Good	Good
Information technology		Satisfactory	Good
Religious education		Inspected under S23	Inspected under S23
Other subjects	Satisfactory	Satisfactory	Good

Teaching is good. No unsatisfactory teaching was seen during the week of inspection. In 26 per cent of lessons teaching was very good. Examples of very good teaching were seen in Key Stage 1 in physical education and in Key Stage 2 in English, science, art, design and technology and music. In 37 per cent of lessons teaching was good. In 37 per cent of lessons seen, teaching was satisfactory.

The teaching of under-fives is never less than satisfactory. Teaching is good in Key Stages 1 and 2.

The good quality of teaching is a contributory factor to the good rates of pupils' progress. The teaching of pupils with special educational needs and those from travelling families is satisfactory. The teaching of literacy and numeracy is having a beneficial effect on standards because teachers plan good opportunities for pupils to develop these skills across other curriculum areas, such as science, art and design and technology.

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

Other aspects of the school

Aspect	Comment
Behaviour	Pupils' attitudes to work are good. They are interested in lessons and are well motivated. Behaviour in lessons and around the school is very good. Pupils have very good relationships with each other and with adults.
Attendance	Good. It is above the national average. Good attendance has a beneficial impact on pupils' attainment and progress.
Ethos*	Good. There is a good climate for learning, relationships are very good and the staff are committed to raising standards. A strong Christian ethos permeates work and Christian valued underpin the school's practice.
Leadership and management	Good. The leadership of the headteacher is very good in providing clear educational direction. The headteacher and governing body work well together to raise educational standards. However, co-ordinators' roles are not yet fully developed, but this is an issue currently being dealt with by the school.
Curriculum	Good. It is broad, balanced, relevant and takes into account the creative development of pupils. The implementation of the literacy and numeracy hours is effective. A full range of assessment procedures are used, but information gained is not fully utilised to inform teachers' planning.
Pupils with special educational needs	Good provision, but on occasions, information from targets identified in individual education plans is not fully used in tasks set in lessons. Pupils with special educational needs and Travellers' children make satisfactory progress.
Spiritual, moral, social and cultural development	Very good. Provision for spiritual and moral development is very good and provision for social and cultural development is good. The recent initiative of working with artists in residence contributes very positively to pupils' spiritual, moral, social and cultural development.
Staffing, resources and accommodation	Generally good over all three areas, but there is a lack of large outdoor play apparatus for the under fives. Generally, effective use is made of support staff.
Value for money	The school provides good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- VII. The majority of parents are pleased with their children's attainment
- VIII. Staff are generally approachable.
- IX. The pupils receive a good quality of education.
- X. Pupils with special educational needs are well looked after.
- XI. The school promotes good values.
- XII. School reports are informative.

What some parents are not happy about

- XIII. Some parents are not pleased with the amount of whether not enough or too much work was given.
- XIV. Some parents do not feel that the school handles
- XV. Several parents are not pleased with some pupils'
- XVI. A few parents expressed concerns that girls were ice of games played outdoors and in daily interactions

Inspectors endorse parents' positive views and confirm that there is a homework policy which the school adheres to, however, the school has recognised that there may be occasions when worksheets are demanding, and is in the process of reviewing how much homework is given.

Inspection findings reassure parents that the pupils are well looked after. Interviews with the school council reveal that pupils do not feel that girls are given preferential treatment over boys in relation to games being played and in staff interaction. Pupils interviewed (numbering 20 in all) say that they are treated very fairly and observations of lessons, playtimes and after-school activities, confirm this.

Pupils' behaviour is very good in school and any incidents of bullying are dealt with very effectively. In relation to the school's handling of complaints, inspection findings confirm that pupils' interests are of paramount importance to the staff and that resolutions to any problems are always considered in relation to what is best for the child. The school has recognised the need to review the complaints procedures so that parents can be informed at all stages of any problems that they might encounter.

A very large majority of parents agree that their children enjoy coming to the school.

KEY ISSUES FOR ACTION

The headteacher, governing body and staff, in conjunction with the local education authority should:

- Further raise standards in spelling in both key stages by:
 - i) assessing pupils' attainment and ensuring that they receive spellings to learn that are matched to their needs;
 - ii) providing opportunities for all pupils to practise corrections identified in teachers' marking; (paragraphs 17, 51, 52, 134, 135, 139 162)
- Improve standards of written presentation by placing further emphasis on correct letter and number formation and the layout of pupils' work. (Paragraphs 17, 134, 151)
- Further develop manageable systems to enable teachers to use data from assessment to inform planning and link assessment to short and medium-term planning. * (Paragraphs 51, 59, 60, 62, 73, 148, 162)
- Ensure that teachers intervene more frequently in the learning of lower attaining pupils in order to improve their motivation and concentration. (Paragraphs 45, 58)
- Ensure that teachers' planning of tasks for pupils with special educational needs makes consistent reference to targets identified in individual education plans. (Paragraphs 55, 138, 148, 160)
- Ensure that co-ordinators monitor the quality of teaching and identify and disseminate elements of very good practice throughout the school. * (Paragraphs 92, 97, 153)
- Improve outdoor play resources for the under-fives. * (Paragraph 102)
- Ensure that exploratory play for the under-fives is supported by clear learning intentions which enable them to use all their senses. * (Paragraphs 7, 53)

* These issues have already been identified by the school in the school development plan.

In addition to the above, the following minor issues may also care to be considered when the governors' action plan is produced:

- ◆ The governing body should ensure that risk assessments are carried out.
- ◆ Detailed observations of under-fives should be undertaken and assessments should be used to inform planning. (Paragraphs 7, 53 119)

.. **INTRODUCTION**

.. **Characteristics of the school**

1.

Walter Powell C of E (VA) Primary School is a very small school situated in Great Somerford, a village located between Chippenham and Malmesbury in Wiltshire. The school caters for pupils who live in the village but 40 per cent of pupils who attend the school live outside

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reception and Years 1 and 2 pupils. The head teacher has a heavy teaching commitment. The majority of children attending the school have had experience of pre-school play groups or nurseries, and there is effective liaison between the pre-school group which is on site,

and the main school. Children are offered one term of shared, part-time provision, followed by one term of phased entry from part-time to full-time before increasing to full time compulsory education for the third term. Attainment on entry to the school is average, the school adm

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3. The school's main aims are:

- . to provide a broad and balanced curriculum in accordance with national and local authority requirements;
- . to help pupils to acquire understanding, knowledge and skills relevant to adult life and employment in a fast-changing world;
- . to provide a stimulating environment in which children are given the opportunity to fully develop their spiritual, intellectual and social potential;
- . to ensure that the school is a happy place which puts success within the grasp of every child, but makes each child stand on tip-toe to reach it.

1. The school's main priorities are:

- . to ensure that pupils reach the appropriate targets set in English and mathematics for the year 2000;
- . to further develop appropriate schemes of work in line with Curriculum 2000 recommendations;
- . to further develop the curriculum for the under-fives;
- . to finalise management assessment procedures;
- . to implement the numeracy hour effectively.

1. Since the previous inspection report, the number on roll has dropped by 15 pupils; this

is due to families moving out of the area. The number of pupils with statements of special educational need has increased by one, and two new members of staff have been appointed. The head teacher has a higher teaching commitment since the previous report, which only

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5. **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	5	7	12

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	2	3	5
	Girls	6	7	7
	Total	8	10	12
Percentage at NC Level 2 or above	School	67 (56)	83 (77)	100 (89)
	National	82 (80)	83 (81)	87 (84)

5. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	5	5	5
	Girls	7	7	7
	Total	12	12	12
Percentage at NC Level 2 or above	School	100 (67)	100 (89)	100 (89)
	National	82 (81)	86 (85)	87 (86)

.....

1

Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	6	5	11

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6 (4)	6 (6)	6 (6)
	Girls	4 (2)	4 (0)	5 (1)
	Total	10 (6)	10 (6)	11 (7)
Percentage at NC Level 4 or above	School	91 (67)	91 (67)	100 (77)
	National	70 (65)	69 (59)	78 (69)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6 (5)	6 (6)	6 (6)
	Girls	4 (1)	4 (2)	4 (1)
	Total	10 (6)	10 (8)	11 (7)
Percentage at NC Level 4 or above	School	91 (67)	91 (89)	91 (77)
	National	68 (65)	69 (65)	75 (72)

5. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
Authorised	School		4.2
Absence	National comparative data		5.6
Unauthorised	School		0.1
Absence	National comparative data		0.5

5.

5. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
Fixed period		0
Permanent		0

5. Quality of teaching

Percentage of teaching observed which is:		%
Very good or better		26
Satisfactory or better		100
Less than satisfactory		0

2

Percentages in parentheses refer to the year before the latest reporting year

5. **PART A: ASPECTS OF THE SCHOOL**

5. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

5. **Attainment and progress**

2.

The majority of children enter the reception class with levels of attainment which are generally in line with those expected of children of this age in all the recommended areas of learning of language and literacy, mathematics, knowledge and understanding of the world, creat

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3.

The satisfactory progress made by the underfives is due to sound teaching and curriculum planning, which ensures that children build upon their prior acquisition of knowledge, skills and understanding. However, in a minority of lessons the tasks set are not well matched to the children's age

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led observations are limited, and this contributes to children making sound rates of progress instead of good rates of progress.

4.

The 1999 National Curriculum test results show that, in reading, by the end of Key Stage 1, standards were below national averages both in comparison with all scho

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average for similar schools.

6.

In the 1999 tests in Key Stage 1, the percentage of pupils attaining the higher levels in reading, writing and mathematics, was above the national averages. In Key Stage 2, the percentage of pupils attaining the higher levels in English, mathematics and science, was well

above the national averages.

7.

When comparing

pupils' attainment with national statistics, it must be remembered that results are based upon a small cohort of pupils taking the tests, and these results must, therefore, be treated with caution.

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Taking the information available from statistics covering the three years

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than girls in writing. In mathematics, boys achieved better than girls.

9.

The 1999 test results show that there has been an improvement in standards in core subjects in both key stages especially by the end of Key Stage 2. This is supported by inspection findings. Since 1998, standards in Key Stag

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below national averages, but have risen to being in line with national averages in 1999. In Key Stage 2, standards in English in 1998 were below national averages, but in 1999 they rose to being well above national averages – this is a significant improvement. In mathematics

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10.

There are several contributory factors to the significant improvement in core subjects throughout the school. Up until January 1999, there has been a period of instability in Key Stage 1 with several staff changes. The

previous report identified weaknesses in the quality of teaching and learning, and the school has worked very hard to rectify this. A permanent member of staff has been appointed who is knowledgeable and has effective teaching skills. However, due to the short time that

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with special educational needs. Support staff work very closely with the class teacher and this ensures that all pupils have equal access to the curriculum. The positive decision to support pupils in Key Stage 1 and intervene early in their learning is beneficial to both the

attainment and progress for these pupils. This enables teachers at Key Stage 2 to build on what pupils already know and to have a positive impact on their attainment and progress

12.

Inspection findings show that, by the end of Key Stage 1, pupils' attainment is in line with national average

ages in English, mathematics and information technology, and it is above national averages in science. Pupils' attainment in reading was higher than the 1999 test results indicate. This is because a different cohort of pupils was inspected who set levels of attainment

veered towards being average. The majority of pupils make sound progress in Key Stage 1 in English and mathematics and good progress in science. Examples of good, short-term progress were seen in the literacy and numeracy hours. Progress is satisfactory in infor

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stages. Pupils who are below average attainers generally make satisfactory progress, but their rates of progress are inconsistent due to lack of teacher intervention in tasks set for independent learning. Attainment in religious education was not judged because this was inspected

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13.

Inspection findings broadly reflect the National Curriculum test results of 1999 and show that, in English, by the end of Key Stage 1, standards in reading and writing are in line with national averages and standards in

speaking and listening are above national averages. All pupils, including those with special educational needs and pupils who come from travelling families, make satisfactory progress. By the end of Key Stage 2, inspection findings show that sound rates of progress

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There are also a few examples in both key stages, where pupils who are lower attainers are left too long when completing independent tasks and have insufficient teacher intervention; this results in these pupils

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and Travellers,
children, make sound progress. By the end of Key Stage 2, standards are above national averages and the majority of pupils make good progress. Pupils with special educational needs make satisfactory progress.

16.

In science, by the end of Key Stages 1 and 2, pupils' attainment

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17.

Contributory factors to ensuring
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are:

- Clear educational direction and support offered by the headteacher, who, in turn, is well supported by the senior management team.
- The good quality of teaching, good curriculum development and planning which ensures that pupils have the opportunity to practise a whole range of skills across the curriculum.
- Reflective assessments undertaken over the past three years.
- Good use of visits and visitors.
- Clearly defined expectations in schemes of work.
- Excellent links with artists in residence.
- Good quality resources.
- Involvement of parents in their children's learning.
- Effective implementation of the literacy and numeracy hours.
- The whole-school commitment to raising standards by ensuring that the curriculum is well thought-out and delivered in ways that grasp pupils' interest levels both emotionally and academically.

§ *Attainment and progress in Key Stage 1*

1.

By the end of Key Stage 1, pupils can speak clearly and audibly and have good listening skills.
Pupils have a wide range of vocabulary that includes

descriptive words, and they adapt what they say to the needs of the audience, for example, when explaining their strategies for solving a problem in mathematics to the class. In reading, pupils read from a range of texts with fluency and they use their knowledge of phonics to deci

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travelling families, make sound progress in speaking and listening, reading, and in writing.

3.

By the end of Key Stage 1 in mathematics, pupils attain levels expected for their age and all pupils, including those with special educational needs and those from travelling families, make sound

progress. Pupils explain their thinking clearly to support problem-solving, and can select and use appropriate mathematical strategies.

Pupils use number lines well, recognise odd and even numbers, and have a good understanding of place value. In shape and space, pupils use math

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4.

By the end of Key Stage 1, pupils' standards in science are above national expectations for their age and they make good progress. Pupils with special educational needs and those who are Travellers, make satisfactory progress. Pupils develop their knowledge of the human body and know that

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a basic familiarity with the keyboard functions and use information technology well to support their learning, especially in literacy and numeracy where they draft and re-draft their work and use simple tables to store their information. Pupils with special educational needs

and those from Travellers, families make sound progress in their information technology skills.

6.

Religious education was inspected under Section 23 of the School Inspections Act 1996, at the request of the governing body.

7.

At Key Stage 1, in geography, history, music and physical education, all pupils make

satisfactory progress and reach levels expected for their age. In art and design and technology, pupils attain levels that exceed those normally expected of pupils of this age and pupils make good progress. Pupils with special educational needs and those from

travelling families make satisfactory progress. All pupils have the opportunity to both consolidate and extend their skills of literacy and numeracy in all subjects because of the good cross-curricular links that are made.

28. *Attainment and progress in Key Stage 2*

8.

By the end of Key Stage 2, pupils make satisfactory progress in speaking

king and listening. They build upon their previous high attainment and achieve levels which are above expectations for their age. Pupils have good debating skills and present reasoned arguments to explain their views. Pupils pay close attention to what people say, ask appropriate

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ational needs make sound progress. Pupils plan, draft, revise and proof-read their work and above-average attainers present final work which is neat, correct and clear. Pupils use appropriate punctuation, such as question and exclamation marks, commas, inverted commas and

apostrophes to mark possession. Spelling is generally satisfactory, but there are occasions when polysyllabic words are incorrectly spelt. Writing is varied and thoughtful and vocabulary choices are imaginative and words are used accurately. Handwriting is gene

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They verbalise their thinking strategies and they are keen to share their findings with their teachers. Pupils understand place value, and multiply and divide whole numbers and decimals by 10, 100 and 1000. Pupils use all four operations with decimals to seven places and

apply their measuring skills in a range of practical contexts. They interpret numbers and read scales to an increasing degree of accuracy. They use fractions and percentages appropriately, measure and draw angles to the nearest degree and make sensible estimates when constructing data.

Pupils draw conclusions from statistics and graphs and develop a good understanding of probability. Pupils use their skills of numeracy appropriately in science, design and technology, history, geography and music.

11.

By the end of Key Stage 2, pupils attain standards in science, which are above

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scientific vocabulary, select materials for a range of tasks, and record observations and measurements systematically, using a variety of graphic forms. Pupils know the main stages of the life cycle of humans and they know how to classify living and non-living things,

using a full range of criteria.

12.

In information technology, pupils attain standards above national expectations and make good progress; pupils with special educational needs make sound progress. All pupils use information technology to explore and solve problems to support their work in a variety

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13.

Pupils in Key Stage 2 make good
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are high and they challenge their pupils to continually improve on their previous best performance. The recently improved scheme of work in all subjects, enables teachers to identify precisely what needs to be taught. The implementation of the teaching strategies identified in literacy

and numeracy, is having a positive effect on raising standards as time is used effectively and plenary sessions enable pupils to consolidate what they have learnt. In physical education, all pupils make satisfactory progress. Pupils who attend gymnastic classes and those

who take part in the schools sports sessions, make good progress.

14.

Since the previous inspection, standards of attainment and rates of progress have improved significantly, in the core subjects of English, mathematics and science, particularly in Key Stage 2 standards have also improved in history,

geography, art, design and technology and music. In Key Stage 1 there has also been improvement overall, due to greater stability in staffing. The school is now in a good position to move forward because of the strong team work of all teachers.

35.
development

Attitudes, behaviour and personal

15. Overall, pupils' attitudes to work are good. Pupils are well motivated, and they listen and concentrate well. Good standards of behaviour during lessons contribute significantly to

the quality of learning. The large majority of pupils are keen to respond, they show interest in their work. Pupils are able to work independently and co-operatively. Children who are under five develop positive attitudes to their work and their personal and social development is sound because of the good role models provided for them. They have very good relationships with the teachers. During an art lesson in Key Stage 1, the youngest pupils were able to take out and put away art equipment without any fuss. In a literacy hour, pupils chose their own resources for sticking a worksheet in their exercise books. Conversations in class are held at a sensible level and the content is primarily about the task in hand.

16. Standards of behaviour throughout the school are very good. During assemblies behaviour is very good and pupils are mindful and thoughtful of content discussed. Movement around the school is orderly and pupils follow the rules the school has to maintain discipline. Play is happy, and pupils co-operate in games activities organised for them. They respond to directions from staff, and queue in an orderly manner when circumstances demand it, such as when lining up to go out to play.
17. Relationships between all members of the community are very good. Staff provide good role models and they treat pupils with mutual respect. They value pupils' contributions to learning in class, such as recording them for public display, as was seen in science when pupils described changes occurring to ingredients when they were cooked. When required, teachers manage their pupils in ways which maintain and promote discipline. Pupils relate well to the needs of others and show high levels of sensitivity towards the less fortunate. They willingly support the needs of younger or less able pupils in lessons, assemblies and during play times.
18. Pupils show respect for the values and feelings of others. Staff treat all members of the school community equally and all contributions are valued irrespective of race or creed. Pupils with special educational needs are encouraged to play a full part in all planned activities. This sense of valuing others, irrespective of their circumstances, promotes the ethos and relationships in the school.
19. Personal development is good and pupils are sociable with friends and adults. They work co-operatively and proceed with independent tasks without prompting. They collaborate well in joint efforts and discuss problems in a sensible way. Pupils are polite and courteous to adults. Their personal development is promoted by the many opportunities to take responsibility and be involved in group discussions, whether this be in classrooms, during circle time, or in the school council. All this combines to promote pupils' understanding of the difference between right and wrong. Pupils' personal development makes a significant contribution to the school's reflective ethos and the quality of life for all members of the school community. The school fulfils its mission statement and builds upon each child's uniqueness to ensure that the school's aims of "Our school is a happy place which puts success within the grasp of every child, but makes each one stand on tiptoe to reach it" are met.
20. Since the previous inspection, the school remains a well-ordered and caring Christian community. Pupils' skills of co-operation, which were identified as being unsatisfactory in the previous report, have improved.

41. **Attendance**

21. Attendance at the school is good. Overall levels of attendance have reduced slightly since the last inspection, but are still above the national average. Pupils arrive punctually for the beginning of all lessons, and registration is carried out promptly and efficiently. Absence is appropriately authorised, but, at present, there is no clear policy towards holidays taken in term time.

42. **QUALITY OF EDUCATION PROVIDED**

42. **Teaching**

22.

The quality of teaching is good over all. It was at least satisfactory in all lessons and was good in 37 per cent of lessons with a further 26 per cent of lessons where the quality of teaching was very good. The teaching of children who are under five is satisfactory over all. No unsatisfactory teaching was seen during

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Stages 1 and 2. The best teaching was seen in Years 3 and 4 in music, English, science, art and design and technology. Other examples of very good teaching were seen in Key Stage 1 in physical education. The teaching of literacy and numeracy is good in both key stages

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23.

Teachers in both key stages have good subject knowledge. They know the requirements of the National Curriculum and they are skilled at ensuring that what they teach in the literacy and numeracy hours are reinforced into other areas

of the curriculum. For example, pupils in Year 6, use their skills of skimming and scanning for information in history when they gain information from books on life in Victorian times.
Improved standards in English mathematics and science are due in large part to the growth

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uraged to verbalise their thinking and this enables teachers to intervene appropriately in developing both pupils' language and numeracy skills.
Literacy and numeracy are taught well in subjects other than English and mathematics. For example, reading and writing activities

support work in history, art and science, and teachers teach numeracy skills to support work in design and technology and science.

24.

Teachers have high expectations of their pupils and have generally established good attitudes to work, however, their expectations are not always sufficient

ly in respect of the amount of work produced by lower attaining pupils. For example, in Year 5 and 6 in the literacy hour, a group of lower attaining pupils did not make full use of the time available to them when working independently. This is because the teac

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25.

Although no actual teaching of information technology was seen during the week of inspection, evidence shows that pupils are taught appropriate skills and knowledge to enable them to use information technology across the curriculum.

26.

Teachers' planning is good in both key stages. Teachers clearly define what they want pupils to learn, but opportunities for assessment are not always linked to both medium and short-term planning; this results in teachers not using a full range of information gained from assessments to plan future work

for pupils. This is especially the case in the teaching of phonics and reading skills. The school has recognised this as an area to be addressed in the school development plan.

27.

Teachers in both key stages use good methods of organisation. They use a full range of teaching methods such as whole-class

teaching, group work including opportunities for pupils to work both in social groups and in ability groups. Independent work is encouraged, such as the activities designed for Rainbow groups which enable pupils to develop a full range of reading skills by using the library

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curriculum content matches interest levels of both boys and girls. This was seen in the literacy hour in Years 5 and 6 where the teacher challenged boys to research developments in rail transportation.

28.

Teachers use time and resources well. They work hard to find resources which will both stimulate and

excite the pupils and encourage them to find out more about what they are learning. Evidence of this was seen in the good quality of resources used in history and in art. Teachers link work well to real-life applications, for example, in science pupils explore the effects

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29.

Pupils are encouraged to talk about what they are learning with out feeling pres suris ed in findi ng

the right answer. The encouragement given by teachers to pupils to express their thinking contributes to pupils' high attainment in speaking and listening and creates a conducive atmosphere for learning.

30.

The quality and use of day-to-day assessment is satisfactory overall, but there is a weakness. There is evidence

ence of teachers checking pupils' progress through discussion and marking. However, the day-to-day outcomes of pupil assessment are not recorded sufficiently or built systematically into subsequent lesson planning. This is particularly the case in the teaching of reading,

with specific reference to pupils' who are of lower attaining ability. The particular reading difficulties for these pupils are not systematically assessed and recorded and this has a detrimental effect on their progress. Teachers mark pupils' work regularly and include encouraging comments

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31.

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tion.
Homework is generally regular and consistent and supports good standards in English and mathematics.

32.

The teaching of the under-fives is satisfactory overall. Whilst there has been improvement to the curriculum of the under-fives since the previous inspection, and planning is built around the Desir

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ren need to develop, and teach her intervention is limited. Day-to-day assessment is satisfactory, but with a weakness, there are no formal written observations on children's preferred styles of learning and this occasionally results in tasks not being matched to children's needs.

Teachers use praise effectively and provide a secure learning environment for the children. They use resources which are stimulating, such as the use of 'feely bags', when teaching initial sound work.

33.

Support staff are used well and contribute favourably to pupils' learning. There are,

however, isolated occasions when they are involved in administrative duties during whole class reading sessions in the literacy hour. The school's strategy to ensure that their skills are fully utilised for the benefit of all pupils has only recently been undertaken by the head

teacher and governing body and is not yet fully monitored for its effect.

34.

The teaching of pupils with a special educational need and those pupils who are from travelling families, is satisfactory overall. It is good at both key stages, when the lesson planning is related to the individual education plan

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35.

Since the previous inspection, the quality of teaching has improved, particularly in Key Stage 1, where teaching strategies used enable pupils to listen attentively. Relationships, lesson planning and the matching of work for pupils who are above average ability

56.

The curriculum and assessment

36.

The curriculum is good. It is vibrant, broadly based, relevant to pupils' needs and provides good experiences in all the subjects of the National Curriculum. A two-year rolling programme ensures continuity and progression in mixed-age classes. Care is taken to meet the interests of both boys and girls. The governors have made an appropriate statement about teaching sex education within the context of pupils' natural enquiry and staff deal with pupils' queries sensitively. The school's programme to promote drug misuse awareness is well organised. The school has an effective personal, social and health education programme. A strength of the curriculum is the way in which skills in literacy, numeracy and information technology are organised in all the foundation subjects taught. This is due to the professionalism, experience and conscientiousness of the teachers and the very effective leadership of the headteacher. The good planning and interesting content of the curriculum are contributory factors to the good educational standards, particularly in Key Stage 2. Time is used appropriately for the teaching of literacy and numeracy and there has been good progress in planning the literacy hour and in the preparation for the National Numeracy Strategy. Good links are made with other curriculum areas. For example, graphs and charts are used in science and geography and extended writing is linked to design and technology, art, religious education and history. There is also good development of the use of information technology across the curriculum. For example, the use of the Internet and e-mail helps pupils conduct a survey of the weather world-wide. There is also a high emphasis placed on helping pupils develop their skills in identifying emotions. In music, pupils in Key Stage 2 are given opportunities to write about their responses to musical appreciation and their skills of seeing images in their heads are valued. These opportunities, which are planned across the curriculum, enable pupils to feel confident about writing. The curriculum for the under-fives is satisfactory. It is planned to include all areas of learning and it is relevant to the children's needs.

37.

Long and medium-term planning is satisfactory. Teachers have made a good start in defining what they want pupils to learn in lessons, although on occasions, this is not always clear enough, especially in teaching skills of phonics and their subsequent application. There are useful schemes of work for all curriculum areas, and the school reviews them to ensure that they more closely match the needs of the pupils and current statutory requirements. The organisation of work is monitored closely and guarantees regular subject coverage. This has a positive effect on pupils' long-term progress. There is a satisfactory homework policy, but its implementation is at an early stage of development in some of the classes and the headteacher realises the need to have more precisely planned homework opportunities. This reflects with parents' views. The provision of extra-curricular activities is good and impacts well on the social, physical and intellectual progress of the pupils. All clubs are well attended. At various times of the year there are clubs for netball, athletics, recorders, drama, French, dancing, art and craft. They are well supported by the staff and by the majority of pupils. The school ensures that pupils have the opportunity to develop cricket and football skills. Educational visits, including residential visits for older pupils and visitors to the school enhance the curricular provision. The curriculum promotes the intellectual, physical and personal development of the pupils and prepares them well for the next stage of education. It is relevant to the aims of the school in that it contributes to the development of enquiring minds. The curriculum meets statutory requirements.

38.

Equality of access and opportunity is provided for all pupils. Curriculum provision for pupils with a

special educational need is satisfactory overall. All the pupils are fully integrated into the life of the school. Their self-esteem is promoted well and they enjoy school. The school implements the Code of Practice for special educational needs. Provision matches that required by statements of special educational need. Annual reviews take place and parents are kept informed. Individual education plans are reviewed each term and contain suitable targets. Overall assessment of these pupils is satisfactory. The school is developing good record keeping and assessment procedures but they are not sufficiently referred to in teachers' planning.

39. Teachers are reflective and conscientious practitioners and since the previous inspection have used a range of assessments in order to identify their usefulness. They are now knowledgeable enough to finalise what assessments are needed for their curricular areas. Teachers have worked hard at devising strategies for assessment but they are not always appropriately linked to National Curriculum level descriptors. There is a lack of detailed assessment in phonics and the development of reading skills generally. Present assessments do not clearly identify what pupils know, understand and can do and where they need to be moved onto in the next stage of their learning. They are not clearly linked to short and medium-term planning. The reason that the use of assessment to inform curriculum planning is not having an adverse effect on the progress of pupils, is that the teachers are experienced and generally make appropriate interventions in their pupils' learning. This is not consistently so for lower attaining pupils. However, inspection findings show that rates of progress could be further improved if manageable assessments were used to inform future planning. At present, teachers have a global overview of their pupils' attainment but they are not specific enough in identifying aspects of knowledge and skills to be developed to enable pupils to make future progress. Recently-introduced Progress Books that are linked to National Curriculum level descriptors, give a clear indication of what pupils know, understand and can do. Whilst there is reference made in the pupils' Records of Achievement to the levels attained in the National Curriculum optional and statutory standardised assessment tests, there is insufficient detail highlighting skills that pupils need to cover in order to make more rapid progress. Results of assessments are, therefore, not consistently used to plan future work. This applies to all pupils, including those with special educational needs. There is an emphasis on coverage of knowledge as opposed to the development of skills both in planning and in recording.
40. The marking of work is satisfactory though comments are not always made which specify ways in which pupils can make improvements in the future and pupils do not follow up the comments made by teachers for the improvement of their work. There are very good reports to parents, these are detailed and balanced with respect to the pupils' academic and personal development.
41. Since the previous inspection, the school has made good progress in developing schemes of work in all subjects. It has made sound progress in developing assessment procedures and plans are underway to adopt a common framework for assessments throughout the school, but at present the use of assessment to inform planning is unsatisfactory.
62. **Pupils' spiritual, moral, social and cultural development**
42. Overall, the provision for pupils' spiritual, moral, social and cultural development is very good.
43. Provision for pupils' spiritual development is very good. The Christian ethos of the school is reflected in the everyday caring environment and both the curriculum and acts of collective

worship
contribute
very
effectively to
pupils'
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development.

44. The school places a great emphasis on teaching pupils about aesthetics, that a spiritual response can be expressed in music, art, sculpture and dance. Pupils' creative responses are valued and there are examples of excellent work, undertaken with a sculptor in metal and an artist who creates stained glass windows. These have visited the school, and worked with pupils, staff and the community to produce two magnificent pieces of sculpture. This reflects the school's commitment to valuing pupils' personal responses to spirituality. The spiritual development of pupils is well promoted through opportunities to reflect on prayers in acts of collective worship and in religious education lessons, where pupils are

introduced to aspects of major world faiths, such as Islam and Judaism. Pupils have a very good understanding of Christianity and what it means to follow the path of Jesus, based upon the Christian principles of love and forgiveness. This is further evidenced in the very good relationships throughout the school, where pupils are taught to forgive one another, even when they are at fault. The chair of governors is a regular visitor to the school and helps to lead acts of collective worship. This impacts positively on pupils' spiritual development since they are introduced to concepts such as symbolism of the Advent wreath and what it means to be the Light of the World. In science, pupils develop a sense of awe and wonder as they study aspects of the natural world,

in English they learn about great inventors of our time, such as Brunel, and how Walter Powell took risks for the benefit of others. In art, pupils are taught about artists' personal, emotional responses and how these emotions produced great works of art, such as the impact of railway mania in Turner's paintings. In music, pupils sing songs which are spiritually uplifting and focus on the wonder of God's Creation, and reflective moments in which to reflect are provided when pupils listen, for example, to Elgar's music during acts of collective worship. Although teachers do not plan opportunities for spiritual development, they, nevertheless, occur spontaneously and are reinforced within the curriculum.

45. Provision for pupils' moral development is very good. At all times, pupils are reminded of class rules and the

Code of Conduct for behaviour. Pupils are asked to think things out for themselves and always to consider the impact of their actions upon others. Agreed rules are appropriately displayed in classrooms and pupils have a very good understanding of what is acceptable and what is unacceptable behaviour. The school has established a very effective system of rewards and sanctions and these are known and seen to be fair by the pupils. Adults in the school provide very good role models and very good relationships are fostered within the school community. Acts of collective worship and religious education lessons also contribute significantly to pupils' moral development. Pupils are reminded that they have a responsibility, no matter how

small, towards the environment, and stories with clear moral messages are used as a basis for discussion. In English, for example, older pupils studying Shakespeare's 'Romeo and Juliet', were asked whether secrets should be kept from parents and whether it was appropriate to go against their wishes. These thought-provoking opportunities develop pupils' moral awareness.

46. The provision for pupils' social development is good. The school has an effective personal, social and health education programme of lessons which promotes both pupils' social and moral development well. The school's programme to promote drugs misuse awareness is well organised and effective. Pupils' social skills are well developed through participation in music festivals, such as the Stonehenge project,

through planned visits to various places of interest, such as to churches, farms, science museums and to London. The school places a high priority on team games and pupils have been chosen to represent the county at cricket and even reached the finals in Kwik-Cricket. Residential weekends at activity centres, team games, recorder and partnered reading groups, also help to reinforce pupils' social development. Older pupils are encouraged to look after the younger ones, which they do very effectively. Pupils with special educational needs are very well looked after by all other pupils. Pupils prepare the hall for assemblies and the school council members take visitors around the school. Pupils have represented

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the Maundy
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presided over
by the Queen
and Prince
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47. Pupils raise funds for a range of charities, especially for a group of young people with special educational needs, and pupils have opportunities to express their views through the school council meetings. All pupils are encouraged to relate positively to one another. Children under five are well inducted into the life of the school in relation to the agreed values and expectations of the adults and parents involved.

48. Provision for cultural development is good. Pupils are taught to appreciate their own traditions such as the major festivals as well as the diversity of other cultures. All pupils know the story of the Ramayana and that Diwali is the festival of light. The school makes good provision for preparing pupils for life in a multicultural society. They know that in the story of Rama and

Sita, good triumphs over evil. There are good opportunities for pupils to gain an appreciation of their own cultural heritage in history. For example, they visit Stonehenge and are aware of the many stories surrounding the purpose of the stones. Pupils are also given opportunities to study famous artists, such as Cezanne, Kandinsky and Picasso, and they listen to music from famous composers, such as Saint-Saëns and Elgar. Pupils are given opportunities to study the past civilisation of Greece and they learn about the way of life in Tudor times in England. They make African masks and learn about the cultural significance of shadow puppetry. The school has links with Zimbabwe and America.

49. Since the previous inspection, the school has improved its provision for pupils' spiritual, moral, social and cultural

development
from good to
very good.

70. **Support, guidance and pupils' welfare**

50. Overall procedures for the support, guidance and management of pupils' welfare are good. Standards are similar to the last inspection. There has been a strengthening in procedures for monitoring and management of behaviour and the ways in which the school monitors pupils' personal development.
51. Overall procedures for monitoring progress and pupils' personal development are good. Teachers and staff know their pupils well and, where pupils require support, problems are approached in a caring and sensitive way. Staff carefully monitor progress and behaviour throughout lessons. The guidance given is appropriate and sensible and pupils respond very well to this.
52. Good records are maintained covering academic achievement and individual education plans exist for pupils with special educational needs. Detailed records for the monitoring of a pupils' personal development are maintained, of which the parent's views form a valuable part. Records of achievement and annual reports for parents, provide a comprehensive view of pupils general progress. However the monitoring of progress using information from assessment is less well developed.
53. Procedures for monitoring discipline and good behaviour are very good. The school has a very effective behaviour and discipline policy. Teachers have high expectations of both pupils work and behaviour. They recognise and reward pupils when they respond well during lessons. Procedures for the control and elimination of bullying and harassment are effective. Supervisors are aware of the need to closely manage pupils in playgrounds and they do this in a positive and constructive manner. Older pupils are encouraged to support younger and pupils with special educational needs and this contributes to the personal development of the pupils concerned.
54. Merit points are awarded by teachers for good work and effort. This system is popular with the pupils. The process is incremental, and a specific number of points will result in recognition in the schools' achievement assembly. Team effort and co-operation are promoted through awards to the class which has made the most progress in good work or contribution to the life of the school. This system plays an important contribution in motivating the pupils to develop very good standards of behaviour and positive attitudes to work.
55. The procedures for the monitoring and promotion of attendance are good. The school recognises the impact of good attendance on academic achievement and has procedures for the authorising holidays taken by families during term time. Registers are completed and meet legal requirements. The educational welfare officer regularly monitors registers for trends in absence and supports the school's effort to promote best attendance. Pupils' welfare is further supported by health visitors and other educational services, such as the educational psychologist.
56. Procedures for child protection, and promoting of pupils' wellbeing, health and safety are satisfactory. Staff are aware of their child protection responsibilities, and are clear about reporting requirements. The school's monitoring procedures are vigilant and reporting and recording procedures are thorough. The school also has accident reporting procedures and an appropriate number of qualified first aid staff.
57. The school promotes health and safety awareness during educational activities and school life in general. Some work has yet to be done in developing the school's personal and social and health curriculum to ensure pupils' awareness of personal safety in other settings, such as playing safely during the school holidays is raised further.

58. The school ensures that all electrical, fire and physical education equipment is periodically checked and that fire drills are undertaken. The school's health and safety procedures provide a safe environment and staff are aware of their health and safety obligations. Although health and safety is promoted through curriculum areas and the staff in general, the school does not have a formal policy for health and safety. Apart from a premises audit, formal risk assessment has not been carried out.
59. The school is concerned about possible health and safety issues arising from the proximity of an electricity pylon at the gate. The school has taken every step to ensure that the full facts concerning this matter have been communicated to all concerned. The school intends to ensure that all reputable opinion continues to be scrutinised by the governing body and that findings are made available to parents.
80. **Partnership with parents and the community**
60. Overall partnerships with parents and the community are very good, and the standard of provision has improved since the last inspection report.
61. The quality of information for parents is very good. Newsletters and the exchange of day-to-day information keep parents up to date on matters concerning school life. The prospectus provides a good range of information about the life and organisation of the school. The school provides parents with three meetings a year to review pupils' work and progress. Pupils' individual annual reports contain constructive information about what pupils know and can do, allow pupils to identify their own strengths and weaknesses, and set targets for improvement.
62. School initiatives such as fund-raising are reviewed by the headteacher and the school's parents' association. Parents have easy access to staff, and they feel that day-to-day communications work well, but would welcome more information on what is to be taught in the term ahead. Inspection findings show that the school takes full account of parental views and that the decisions are always taken with the best interests of the pupils' education in mind.
63. The involvement of parents in pupils' learning is very good. The school promotes parental involvement well and seeks to give parents every opportunity to become involved both socially and in pupils' learning. A number of parents and friends of the school help in classrooms, and activities are planned carefully with the teacher concerned. Parents have opportunities to read with their children, and outcomes are recorded in home-school reading diaries. The level of involvement by the majority of parents supports the progress of pupils in their school work. Parents of pupils with special educational needs, attend regular reviews.
64. Enrichment of the curriculum through links with the community is very good. The school makes good use of the wider community through the strong links it has with the church, the Home and School Association and the Pre-school on site. The school building includes a community room which is used by members of the community for a variety of purposes. For example this facility is regularly used by the Mother and Toddler Group and is valued by parents, as it provides easier transition to formal education for very young children.
65. Links with the church make important contributions to pupils' spiritual and moral development and specifically to their work in English, art, and design and technology. The links with the church have promoted overseas connections in Eastern Europe. The 'twinned' project with a school in Zimbabwe is complimented by visits by people from other cultural backgrounds in Nigeria and Japan. The school has formed links with a local supermarket and various charities. All this gives pupils the opportunity to appreciate the needs of others in different social, cultural and work settings.
66. Pupils' personal development is further enhanced by performances in church and at school events.

Some pupils have attended a musical society and have had opportunities to perform to a wider public audience. Annual residential trips to other localities have influenced work in many subjects and this is valued by the pupils concerned. Trips into the wider community contribute to pupils' learning, for example pupils' understanding of local history has been enhanced by a trip to a local museum. Pupils' experiences have influenced work in English, science and history. There are good induction programmes for children starting the reception class and parents are well informed of routines and procedures. The school has very good links with the pre-school group and the local secondary school.

67. Since the previous inspection, the school has maintained its effective strong links with parents and the community.

88. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

88. **Leadership and management**

68. Overall, the leadership and management of the school are good. The leadership and management of the headteacher are very good. She gives a very clear educational direction for the school and ensures that the school's aims, values and policies are reflected in its work. The headteacher is ably supported by the senior management team and the governing body. There is a shared sense of purpose among staff that ensures equality of access for all pupils, irrespective of gender, prior attainment or social circumstance. The school positively promotes equality of access to the full curriculum

through simple, but effective, measures that ensure that all pupils have similar opportunities as part of their everyday learning. However, on occasions low attaining pupils are not sufficiently challenged.

69. The headteacher is a caring and effective leader who supports her staff and who has the interests of the pupils at heart. She actively encourages the identification of new initiatives for consideration by the staff team, such as the development of booster classes and drug abuse education. Governors are kept up to date of all new undertakings. These systems ensure that all staff have a part to play in the compilation of the school development plan. The headteacher is an effective classroom practitioner and she has managed to execute her teaching commitments very well alongside management

of the school.

70. During the parents' meeting prior to the inspection, several parents expressed a concern that the school did not handle complaints effectively. Inspection findings show that, due to the headteacher's very heavy teaching commitment, information passed on to parents on how complaints are resolved might take longer than expected. However, the headteacher is totally dedicated to resolving issues that are to the pupils' benefit; for example this is seen in her good management of special educational needs provision in ensuring that these pupils get the very best support available from outside agencies. The headteacher is effectively supported by a well-informed and knowledgeable governing body which has a clear commitment to school improvement. The school's capacity for improvement is good and it has the

necessary strategies in place to secure this improvement. Ideas are tried, tested and evaluated before any firm decisions are undertaken. This is especially the case with present assessment procedures which, whilst not being fully in place (an issue identified in the previous report) have, nevertheless, undergone a process of reflection and application, and consultations are taking place on ways of ensuring the existing satisfactory assessments are manageable and meaningful.

71. Teaching and curriculum development are monitored, evaluated and supported on an informal basis, but more formal procedures are needed because the good practice in teaching is not fully disseminated by the co-ordinators. The headteacher has had the opportunity to teach in every class and is aware of the impact that the quality of

teaching has on pupils' progress. Teachers' plans and pupils' work is monitored but, as yet, the recently-appointed Key Stage 1 co-ordinator, has not yet monitored the quality of teaching in all subjects. Whilst subject co-ordinators manage their budget successfully, they are at the early stages of developing and evaluating the best methodologies in the teaching of their subjects. Due to the small size of the school, dialogue between staff is effective and regular meetings are held in relation to disseminating information from courses, discussing the implementation of the curriculum, and identifying elements of good practice and the impact that recently-purchased resources have on pupils' learning.

72. There is a good school development plan which has appropriate priorities for the school to address; it is costed, has time-scales, staff responsibilities clearly defined, and it is appropriately linked to the budget and staff development needs. Success criteria are well defined so that both staff and governors know when they have achieved their objectives. Staff and governors are appropriately involved in both the analysis and review of the school development plan.

73. Governors are developing well their roles in strategic management, especially in the area of financial planning. The committee structure of the governing body is effective and allows for appropriate delegation. Governors are supportive of the headteacher and work with her to achieve the school's clearly stated aims, and present their viewpoints in lively discussion in order to move the school forward. The school's aims are communicate

d well in the school brochure and are appropriately focused on upholding common Christian values and policies. The governing body fulfils well its statutory responsibilities, but as yet risk assessments have not been carried out. Governors who are responsible for literacy, numeracy and special educational needs are actively involved in supporting pupils and are regular visitors to the school.

74. The responsibility for the provision for pupils with special educational needs and Travellers' children within the school has recently been taken over by the headteacher and the provision is well managed. However, targets identified are not always followed up in lessons and in teachers' planning. The school has recognised this and plans are in hand to rectify this issue. The policy for special educational needs is

comprehensive and clearly reflects the Code of Practice. Documentation is meticulously maintained.

75. The ethos of the school is good and reflects the school's commitment to high achievement. An effective learning environment is created by the very good relationships and the provision of equality of opportunity for all pupils. The leadership and management of the school contribute positively to high standards achieved by the time that pupils leave the school and to the overall good progress that they make by the age of eleven.

76. Since the previous inspection, there has been good improvement in leadership and management of the headteacher and governing body. However, the impact of the leadership and management of the co-ordinators is only satisfactory because, as yet, co-ordinators are not fully formally monitoring and evaluating their subjects,

an issue identified in the previous report, although an effective start has been made. In how this will be undertaken. Staff have only worked together as a team for under 12 months due to the two new appointments. In that time they have started to plan for ways to make co-ordinators more accountable for both pupils' attainment and progress within their own subject responsibilities.

97. **Staffing, accommodation and learning resources**

77. Overall, staffing, accommodation and learning resources are good. This is an improvement on the previous report.

78. The school has an adequate number of teaching staff who are appropriately qualified and experienced to meet the demands of the National Curriculum. Job descriptions are in place and all teachers have curricular responsibilities, which they carry out effectively with the exception of monitoring the quality of teaching and the subsequent impact on the progress that pupils make. There are a satisfactory number of support staff in Key Stage 1 to meet the needs of pupils with a statement of special educational need. Special educational needs provision is good in respect of the classroom support given to statemented pupils in Key Stage 1. Due consideration has been given to extending this support to Key Stage 2 when resources allow. All support staff contribute significantly to the progress made by pupils.

79. There is no written induction policy, but suitable informal procedures are in place when new staff are appointed. A staff handbook is in its draft stage and is to be produced in the near future. There is an appraisal policy and the process appropriately identifies teachers' training needs. It has a positive effect on the confidence and expertise of the staff and on the subsequent progress made by the pupils. Staff development is appropriately linked to appraisal, national initiatives and to the priorities identified in the school development plan. There are only three full-time teachers but they have worked very hard in making sure that the pupils receive a broad and balanced curriculum and that they, as teachers, have the expertise to teach it. The school receives very good support from clerical and administrative staff, lunchtime supervisors

- and cleaning staff.
80. Overall, the accommodation is good and enables the curriculum to be taught effectively. The community room and the outside mobile classroom are used well for local groups such as the 'Toddlers Club'. There is an attractive library and classrooms contain adequate space for the number of pupils on roll at the present time. The school is clean and well organised and the very good standard of displays provides a stimulating environment for the pupils. The accommodation is suitable for pupils with a special educational need. Provision includes ease of access for those who find walking difficult and toilets for those who are disabled. The playground is of an adequate size and markings and play equipment, such as a swing and balancing bar, add interest for the pupils. The playing field is of a satisfactory size. The external environment of the school is attractive, tidy and litter free. A pride is taken in the appearance and maintenance of the school and this has a significant impact on the quality of education provided and the pupils' progress.
81. The quantity and quality of resources are good overall. However, there is a lack of large play equipment for the under-fives. The library is adequately resourced and there is a satisfactory range of books to support subjects of the National Curriculum. A good start has been made in providing resources for literacy and numeracy. Resources are chosen with due care and attention paid to ensuring pupils' interest levels and gender differences are met. The good quality of resources and accommodation contributes effectively to the high attainment and good progress that pupils make. There are a good number of computers for the pupils on roll but some of the older computers are now in need of replacing. Information technology software is steadily being built up and good use is beginning to be made of the software for Internet and e-mail facilities. All resources are well stored and labelled. Since the last inspection, improvements have been made to the resources available for music. Learning resources for pupils with special educational needs are satisfactory overall.
82. Since the previous inspection, the school has maintained the good quality of resources and its staffing structure is now more stable.
103. **The efficiency of the school**
83. The efficiency of the school is good.
84. The headteacher and governing body manage the school's delegated budget well. There is a good school development plan that identifies relevant priorities and is well linked to the school budget. Funds for pupils with special educational needs are managed satisfactorily and all educational developments are supported through meticulous financial planning. Budgetary information available to the school from the local education authority is sometimes delayed at the beginning of each year, but the school manages to plan for its spending due to the financial expertise of the governing body. Financial information is provided by the administration officer each month and the finance committee of the governing body meets regularly to review the current budgetary situation. Although it is not yet fully developed, the governing body's roles in monitoring expenditure and its effects on raising standards, or in holding the headteacher and staff accountable for the progress that pupils make, are beginning to take effect.
85. Routine administration is very effective in all areas including the school office. Curriculum co-ordinators are allocated budgets and this helps them to develop their management roles effectively. The staff are efficiently deployed and there is an effective balance between teaching and support staff. Good use is made of parents and other adult helpers in activities such as reading and food technology. This impacts well on pupils' progress. Resources are used efficiently and effectively and lessons start and finish on time.
86. The school makes good use of outside resources to enrich the curriculum. For example, visits are made into the school locality and particularly good use is made of residential visits where pupils have the opportunity to further extend their learning in

technology, outdoor adventurous activities, and field studies related to history and geography.

87. Overall, the socio-economic circumstances of the pupils and their attainment on entry are average. Pupils make good progress and their attitudes to learning are good and reach high standards by the age of eleven. Behaviour is very good. The relationships within the school are very good, and the personal development of the pupils is good. The quality of teaching is good and sometimes very good. Resources are used efficiently and effectively. Good progress has been made since the previous inspection report. Although the unit costs for the school are high, taking all above factors into consideration, the school provides good value for money.
88. Since the previous inspection, the efficiency of the school has improved.

109. **PART B: CURRICULUM AREAS AND SUBJECTS**

109. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

89.

Children who are under five are taught in a mixed class along with Year 1 and 2. They are taught by one teacher and a nursery nurse. Children join the reception class at the beginning of the term in which they are five. The baseline assessment profiles show that level

s of attainment on entry vary from year-to-year. This year, the profile of the children's attainment is in line with expectations for their age in all areas of learning, with the exception of speaking and listening, where attainment on entry is slightly above that expected. At the time of the

inspection there were only three children who were under five years of age attending full-time, and two children attended part-time.

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Children attain at the levels expected for their age in all areas of learning by the time that they are five, and make satisfactory progress. In speaking and listening, children make at

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Language and literacy

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They
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and
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, such as 'under', 'in between', 'in front' and 'behind'. The teacher actively promotes the use of appropriate mathematical vocabulary. Children can explain their strategies when they undertake mathematical tasks.

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Knowledge and understanding of

93.

Children successfully develop an appropriate knowledge of the world

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114.

Creative development

94.

Children's creative development is

satisfactorily and well supported by the teacher and nursery nurse. Children explore and represent their ideas in many forms, using a wide range of media. They mix and match colours with the help of an adult. Many use pastels appropriately to draw good representation

s of their family in observational drawing sessions. Children are able to sing simple songs with enthusiasm and confidence. Their designing and making skills are developing well. For example, they do running-stitches in sewing and they make a variety of models using

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115.

Physical development

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Children's physical development meets the expectations for five-year-olds. Children are able to move confidently and imaginatively. They have a suitably developed awareness of space, and display increasing self-control and coordination. Children can travel on their feet and

hands and have a good sense of direction. Children respond well to instructions. For example, they work with partners and, when asked, respond to the teacher and follow instructions appropriately. Children are able to manipulate tools, materials and construction appa

ratus with appropriate independence, and use paper and card to make models. The teacher provides good opportunities for children to learn how to cut and join various materials, using scissors and glue.

116. **Personal and social development**

96. In personal and social development, children meet the expectations of five-year-olds. The youngest children are well integrated into school life. They adapt to daily routines and they know about the Golden Rules of class behaviour. They acquire sensible work habits to

enable them to work and play together in harmony. Children form very good relationships with their teachers and other adults. They make their own decisions when selecting equipment, and they initiate their own play. Children learn to share, to take turns, and begin to develop a sense of responsibility. They are sensitive to the needs of others and show concern for living things. Children are eager to learn, and often concentrate for extended periods of time.

97. During the course of the inspection, the teaching in all areas of learning was at least satisfactory; one very good lesson was seen in physical development. The teacher has secure subject knowledge and the children respond positively to appropriately high expectations of attainment and behaviour. The organisation and management

of the classroom are sound and the teacher and nursery nurse work well together as a team. The curriculum planning is satisfactory and provides opportunities for individual as well as group work, but does not always identify what the children are to learn. This is especially the case in the role play area. This results in unfocused play with lack of adult intervention. Often tasks set for these children are too formal and insufficient opportunity is provided for children to learn through their senses during practical activities. The information from assessment of children on entry and ongoing assessments of the children's skills, knowledge and understanding, is used effectively in the planning of activities that generally match children's

needs.
However,
detailed
observations
of children's
preferred
learning
styles and
their
competencies
in all areas of
learning have
not been
undertaken.
The school
has
recognised
this as an area
for
development.

98. They use praise well and relationships are very good. Teachers use methods and organisation that match curricular objectives and children are given opportunities to work in groups and on their own. Children's behaviour is managed well, expectations are made clear and a safe and caring learning environment is provided. Good links are established with the playgroup and this results in a smooth induction for children entering the reception class. However, insufficient opportunities are provided for teachers to conduct detailed observations of these young children in order to

identify their preferred learning styles.

99. Resources are generally satisfactory with the exception of those for outdoor play, where they are unsatisfactorily because there are no wheeled toys and large outdoor play apparatus. The school is in the process of providing a separate play area for these young children.
100. Since the previous inspection there has been sound improvement both in the curriculum and in the teaching for the under-fives. The curriculum is based upon national guidance and is planned to meet all areas of learning. Standards and satisfactory rates of progress have been maintained with the exception of speaking and listening skills, which are higher than identified in the previous inspection. This is because the school has worked hard at improving children's skills in these areas and good progress has been made in this aspect of children's learning.

121. **ENGLISH, MATHEMATICS AND SCIENCE**

121. **English**

101.

At the end of Key Stage 1, the results of the 1999 National Curriculum tests in English show that standards in reading are below national averages in comparison with all schools and below averages with similar schools. This is a slight improvement on last year's results, when standard

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This is a very good improvement on last year's results when standards were well below national averages, both in comparison with all schools and in comparison with similar schools.

103.

At the end of Key Stage 2, the results of the 1999 National Curriculum tests indicate that attainment is well

above national averages in comparison with both all schools and schools where pupils come from similar backgrounds. This is a very good improvement on the results of 1998, where attainment was below national averages when compared with all schools and well

below average in comparison with similar schools.

104.

Over the three years 1996 to 1998 in Key Stage 1, standards in reading steadily declined from being well above the national average to being well below the national average. In writing for the same period, standards steadily declined

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s in English were in line with national averages, but in 1997 they declined to being very low. However, in 1998 a rise in standards was seen with the end result that pupils' attainment was only marginally below the national average. Over this three-year period at Key Stage 1,

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small cohorts of pupils and that statistics may not be fully representative of pupils' actual standards of attainment.

106.

Inspection findings show that there is no difference in attainment by gender in both key stages and that attainment broadly reflect the 1999 test results. By the end of Key Stage 1,

standards of attainment are above national expectations in speaking and listening and all pupils, including those with special educational needs, higher attainers and Travellers, children, make sound progress. In reading and writing, standards are in line with natio

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stability of a new member of staff is starting to impact positively on the development of pupils' reading skills.

Greater stability in staffing at Key Stage 1 has ensured results in good short-term progress in some lessons. However, examples of good, short-term progress were seen

in the literacy hour in both key stages. but, as yet, the full effect of good teaching has not had sufficient time to impact significantly on long-term progress.

127.

Speaking and listening

107.

Pupils' prior attainment in speaking and listening is good. By the end of Key Stage 1, standards in speaking and listening are above

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discussion, taking turns and developing ideas. For example, when reading aloud from the big book "This is the bear and scary night", Year 2 pupils considered aspects that frightened them and sequenced the events of the story in the correct order. They explained

their views to others, using an appropriate vocabulary to identify feelings and emotions. They considered alternatives for the ending of the story and reached agreements.

108.

Overall, in Key Stage 2, sound progress is sustained in speaking and listening and attainment is above national averages by the

end of the key stage. In group and class work, pupils listen carefully, ask relevant questions and take part in discussions. A particular strength is the way in which pupils can present a reasoned argument. This is because use plenty of opportunities are provided for pupil

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s of resolving conflict. Pupils use an appropriate range of persuasive techniques and understand the conventions of debate by handling disagreement constructively.

129.

Reading

109.

At the end of Key Stage 1, attainment in reading is in line with national expectations and all pupils make sound progress. The

pupils make a good start in their reading in reception and Year 1, and by the age of seven, many pupils can read accurately and fluently. They acquire a good range of skills, such as sight vocabulary and knowledge of letter sounds to improve their reading. Their application of letter

sounds to deciphering words in reading is better than it is in writing. Pupils talk about the stories that they have read and enjoy sharing books with adults. They observe punctuation breaks, self-correct and demonstrate their comprehension skills by being able to find answers

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110.

In Key Stage 2, most pupils make good progress in reading. Several higher attaining pupils make very good progress and attain high standards. By the end of the key stage, the majority of pupils read an increasingly wide range of books and materials

and standards in reading are above national expectations. Most pupils apply their well-developed literacy skills across the curriculum. They make effective use of the school library and use information technology well to find written information.

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develop their reading skills. The implementation of additional literacy strategy support by parent helpers for pupils who are under-achieving, is having a positive effect on pupils' progress. Pupils who have special educational needs are well supported in reading throughout

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132.

Writing

112.

Standards in writing are in line with national expectations for pupils at the end of Key Stage 1 and above national averages by the end of Key Stage 2. In Key Stage 1, all pupils make satisfactory progress over all; in Key Stage 2, pupils make good progress.

113.

By the end of Key Stage 1, most pupil

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biographies. Pupils' writing reveals the correct use of speech marks, capital letters and full stops. By the end of Year 6, pupils plan and write extended stories, use clear narrative devices and variations in sentence construction for effect. They know how to use

paragraphs and they evaluate their work in the light of final drafts. Standards in spelling are unsatisfactory, but the school has rightly identified the need for pupils to learn subject-specific spellings. This is starting to have a beneficial impact on pupils' standards of attainment.

Pupils with special educational needs and Travellers', children make satisfactory progress towards the targets set for them in their individual education plans, but these are not always identified rigorously enough in teachers' short-term planning.

115.

Pupils in both key stages use their literacy skills well in

other subjects. For example, in Years 3 and 4, pupils write evaluations about music that they have heard and in Years 5 and 6, most pupils write detailed observations and explanations in their science books. Pupils know how to take notes and do so effectively

116.

Pupils' attitudes to learning in both

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ability do not fully stay on task and need further teacher intervention in order to do so. In both key stages, information technology is used appropriately to support learning.

117.

The quality of teaching is good overall. Some very good examples were seen in Year 3 and 4 in the teaching of reading groups

and in speaking and listening activities relating to circle time. In these lessons, classroom management was very good, the teacher had very good subject knowledge and used open-ended questions to challenge pupils' thinking. A particular strength of the teaching was the way

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of the pupils' work, but as yet, long-term progress in Key Stage 1 is not as good as in Key Stage 2, because there has only been a stable staffing structure in Key Stage 1 since January 1999. Literacy skills are given a high priority and teachers are both knowledgeable and exper

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expectations of their pupils and are secure in the technical language of literacy. However, expectations of presentation of work are not high enough. Teachers' marking is variable, it is nevertheless than satisfactory and examples of good marking were seen, but insufficient opportunities

are provided for pupils to rectify their own mistakes. Teachers use praise well but, on occasions, over-praise work that is clearly not good enough.

119.

The curriculum is good, it is well planned and is broad, balanced and relevant to pupils' needs and interests. It ensures that pupils' learning is

continuous and that progression is clear in both teaching and learning. Assessment is generally satisfactory, but there is a weakness in that assessments are not fully used to inform the stages of planning. For example, pupils' knowledge of phonics is tested but insufficient thought has

gone into how this information will be used in the teaching of reading and writing. The school has been very active in testing pupils and in trying out a full range of assessments. The present emphasis in this cycle of trying a range of assessments is now rightly focused

in the area of making these assessments both manageable and meaningful. Homework is used effectively to support pupils' learning and contributes positively to their attainment and progress. The coordination of the subject is good; the part-time teacher is well supported

by the co-ordinator in her induction into the teaching of the literacy hour.

120.

Resources are good. They are varied, bright and relevant to pupils' interest levels. The library has a good range of books to support all curriculum areas and pupils in both key stages use the Dewey System appropriately.

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121.

Since the previous inspection, good progress has been made in developing pupils' listening skills.

Sound progress has been made in developing assessment procedures. Standards in English have improved by the time that pupils are eleven years of age, and are now

above average levels rather than being in line. Pupils' portfolios contain more written work, and younger pupils are given a variety of writing experiences. Good quality resources have been maintained.

142. **Mathematics**

122. In the 1999 National Curriculum tests at the end of Key Stage 1, pupils' attainment was in line with national averages both in comparison with all schools and in comparison with similar schools. The proportion of pupils attaining the higher level (Level 3) was above the national average. This is an improvement on the results of 1998 where the percentage of pupils attaining the higher levels was below the national average. Trends over time indicate that attainment has been close to the national average. The attainment of boys over three years was better than that of girls, with boys exceeding the national average and girls attaining below the national average. Inspection evidence indicates that standards are in line with national expectations and there is no difference in the attainment of boys and girls. This indicates similar standards to the previous inspection report. Frequent changes of teachers in Key Stage 1 have, in previous years, had a negative effect on the standards attained by the pupils. The staffing situation has stabilised and this is having a beneficial effect on pupils' progress.
123. At the end of Key Stage 2, the 1999 National Curriculum test results show that attainment was very high, both in comparison with all schools and in comparison with similar schools. The percentage of pupils achieving the higher level (Level 5) was well above the national average. Trends over time indicate that standards have been above the national average and that there has been no difference in attainment between boys and girls. Inspection evidence confirms these findings.
124. By the end of Key Stage 1, attainment is in line with national averages. Almost all pupils have at least sound mental arithmetic skills and a secure grasp of basic number skills although a minority are still experiencing difficulty in recording their work. This is an area in need of greater emphasis. Those pupils of average and high attainment abilities recognise multiples of ten and give change from £1. They are able to write numerals, have a developing knowledge of tens and units and odd and even numbers, and find number patterns using a one-hundred number square. Pupils order numbers up to 100 and are gaining an early understanding of tables and number bonds. Pupils produce block graphs to show their favourite pets, and plot directions on squared paper showing an understanding of instructions to move up, down, left or right. They know about two-dimensional shapes such as 'square', 'circle', 'triangle' and 'oblong', and understand that pyramids and cubes have faces and corners. Pupils are aware of items longer and shorter than a metre and are able to order them from the shortest to the longest. They estimate, measure and find the difference.
125. By the end of Key Stage 2, attainment is above national expectations. Pupils have a good knowledge of the four rules of number and perform formal, routine calculations with numbers well. They have a good knowledge of fractions, percentages and decimals, use co-ordinates to find positions, and begin to gain an understanding of simple algebra. Pupils know about different types of triangles, and use a protractor to measure angles and a compass to construct a hexagon. They know about the diameter, radius, chord and arc of a circle and know the formula for measuring the area of a triangle. Pupils study shapes such as a trapezium, rhombus and parallelogram and know about parallel lines and right angles. Both by hand and by using a computer, pupils produce graphs and charts which they interpret correctly.
126. In both key stages mathematical skills are used well to support a range of curriculum areas and mathematical language is well developed in most lessons. Information technology is well used to support mathematics and in particular, to develop data handling skills.
127. Progress over time is satisfactory in Key Stage 1 and good at Key Stage 2. Several examples of good short-term progress were seen in Key Stage 1. This is because the staffing structure is more stable. At both key stages progress in mental skills is good. At Key Stage 2 there is good progress in investigative skills and problem-

solving. For example, pupils plan where to go on holiday with a given sum of money and produce graphs showing comparative costs. They use their mathematical knowledge to solve a range of problems, for example, the cost of bus journeys and filling boxes with paper clips. There are sound procedures for assessment and good evidence of records of progress being kept. However, assessments are not used sufficiently at both key stages to inform future lesson planning and assessments are not fully linked to medium and short-term planning. This prevents pupils moving on quickly to more demanding work or reinforcing concepts that have not been thoroughly understood by some pupils. The progress of pupils with special educational needs and Travellers' children is satisfactory. When fully supported by additional support staff who focus specifically on targets identified in individual education plans, progress made by pupils is often good. There are however, occasions when targets relating to mathematics set in individual education plans are not taken into account when teachers plan lessons. On these occasions pupils are not appropriately challenged at their own level of ability and do not make sufficient progress.

128. Overall, attitudes are good throughout the school. Pupils are keen to answer questions and participate in class challenges. Pupils with special educational needs and Travellers' children concentrate well and participate fully in lessons. They work hard when given additional support. In Key Stage 2, much of the written work in books is well presented but sometimes when files of work or folders of sheets of paper are not kept in an orderly fashion they become muddled and untidy.
129. The quality of teaching is good at both key stages and is a contributory factor to high attainment at the age of eleven. Teachers have good subject knowledge and tasks are carefully planned. Practical equipment is well prepared and accessible, so that no time is lost. Whole-class teaching methods are often good, although discussion sessions at the end of lessons are occasionally rushed. Effective teaching was seen in all classes when, for example, pupils are given the opportunity to explain how they have solved a problem; this helps them to understand mathematical reasoning. The pace of lessons is usually good and teachers have very good relationships with their pupils. There is often a sense of humour shown and both teachers and pupils work in a relaxed atmosphere. This fosters a confidence in pupils' attitudes.
130. Teachers manage pupils well and have high expectations of both standards of work and behaviour. Assessment is satisfactory, pupils' competencies are recorded appropriately, but information gathered is not always used to inform planning. However, sometimes pupils do not set out their work correctly and standards of presentation could be better.
131. Teachers have made a suitable start in implementing the National Numeracy Strategy that is now supplementing the scheme of work. The implementation of the numeracy hour is having a positive effect on standards of attainment and rates of progress. The use of defining what will be taught is aiding teachers in their planning.
132. Coordination of the subject is good. The co-ordinator is knowledgeable and is an effective practitioner. In the short time in the post the co-ordinator has identified appropriate areas for improvement such as reviewing the school's scheme of work in line with the numeracy strategy. However, formal systems for monitoring teaching and opportunities for dissemination of good practice are limited. The co-ordinator has an annual budget and this has been used well to provide a good range of resources that are well stored and readily available for use. Teacher-produced resources are of a good quality and make a significant contribution to pupils' learning. Support staff are used effectively in lessons, they are well prepared and make a good contribution to pupils' progress.
153. **Science**
133. The 1999 teacher assessments for the pupils at the end of Key Stage 1, show that overall attainment

was well above the national average. The percentage of pupils who attained the higher level (Level 3) was well above the national average. Inspection evidence places standards above the national average. This is an improvement on the previous inspection report. The difference between inspection findings and teacher assessment results is due to the fact that a different cohort of pupils was inspected.

134. In the 1999 National Curriculum tests for pupils at the end of Key Stage 2, attainment was well above the national average in comparison to all schools. The percentage of pupils attaining the higher level (Level 5) was also high, both against national average and in comparison with similar schools. Standards were very high in comparison with similar schools. Inspection findings confirm the view that standards are above the national average. This is due to the fact of a different cohort of pupils being inspected with a higher percentage of lower attaining pupils making up the academic profile of the class. This is an improvement on the previous inspection report. Teachers' assessments mirrored the performance in tests. There was no significant difference in the attainment of boys and girls and over three years, attainment has been above the national average.
135. By the end of Key Stage 1, pupils are developing their knowledge of the human body and link this to fitness and health. They have a good understanding of different types of teeth, what they are used for and what happens if teeth are not looked after. They investigate the effect of Coca-Cola and orange juice and find that they are bad for teeth, but that foods containing calcium are beneficial. A fitness chart to ensure a healthy body is devised and pupils plan their own fitness routines. Pupils know about the functions of red and white blood corpuscles, muscles, bones, tendons and nerves, and make a simple study of the human skeleton, identifying the spine and ribs. Investigations are made to determine which soils absorb the most water, the uses of electricity are considered and circuits constructed with batteries, bulbs, wire and switches. Pupils know about light sources, night and day and the seasons of the year.
136. By the end of Key Stage 2, pupils develop their experimental and investigative skills well. They know how to plan an investigation and devise a fair test. They experiment to find if objects weigh the same in water as in air and to find which objects will be attracted to a magnet. They predict and record their results, noting any differences. Investigations are carried out to discover whether an object floats higher or lower in salt water and what happens to the height of a shadow on a screen when the object was moved away from the light. Pupils find out what microbes need to grow, whether a flame needs oxygen and whether air has weight.
137. In life processes and living things pupils study reproduction, seeds and methods of dispersal and know that a flower is pollinated. Pupils know about the effects of exercise on the heart and its physical structure. They make a study of healthy living and link this to the effects of smoking, drugs and alcohol. Pupils continue to develop their knowledge of the human skeleton.
138. Pupils become aware of physical and chemical changes, for example, that an iced lollipop melts and that milk can be changed into yoghurt. Pupils know that the energy stored in a candle can be changed into heat and light, and they investigate substances that can or cannot be dissolved in water. Pupils know about the composition of air, how rain is formed, they make more complex electrical circuits and make a study of gravity, friction and upward thrust.
139. Pupils make good progress and this is due to the good teaching they receive and the subject knowledge of the teachers. Pupils with special educational needs and Travellers' children make satisfactory progress. Targets identified in individual education plans are, however, not always used to support class work. In both key stages, pupils develop a good scientific vocabulary and an understanding of the need for fair testing. They develop a good range of recording methods, for example, tables, descriptive writing, charts, diagrams and graphs, and present their work with increasing care for detail. Good links

are made with literacy, mathematics and information technology. In the oldest classes of Key Stage 2, pupils advance well in their ability to predict, based on scientific understanding. They progress well in their ability to draw conclusions consistent with evidence. There is very good coverage of most of the aspects of the National Curriculum although that of 'Materials' and their properties is slightly under-emphasised.

140. Attitudes to the subject are good and, on occasions when teaching is challenging, they are very good. There is a mature and sensible approach to investigative work and this has a good effect on the pupils' progress. They co-operate well, discuss their experiments and show a pride in the way they present their work. In both key stages, pupils treat equipment with care and show a good interest in discussion sessions.
141. The quality of teaching is good. Lesson planning is sound and teachers have a good subject knowledge. This ensures that there is effective questioning to develop key points of the lesson and that the pupils' scientific vocabulary is enhanced. Resources are well used and teachers have high expectations of the standards pupils can attain. There is very good use of experiment and investigation to develop understanding and this is a contributory factor to the above-average levels of attainment and good rates of progress. Assessment is satisfactory overall and progress is well recorded. However, this information is not always used to inform the next stage of planning. Skills of literacy and numeracy are well used and this enables pupils to both consolidate and extend their learning. Teachers mark work regularly but do not offer sufficient opportunities for pupils to practise their corrections.
142. The subject is being well managed, although the monitoring of the quality of teaching and learning is underdeveloped. There is a suitable policy and scheme of work that is supported by national guidelines. Resources for the subject are good.

OTHER SUBJECTS OR COURSES

163. **Information technology**

143. Standards of attainment are in line with national expectations at the end of Key Stage 1 and pupils make sound progress. During Key Stage 2, pupils make good progress and by the time they leave the school, standards are above those expected nationally. At Key Stage 2 this is an improvement on the previous inspection report.
144. By the end of Key Stage 1, most pupils have a basic familiarity with the hardware and software programs in use. They have satisfactory control of the mouse and know basic keyboard functions. All pupils, including those with special educational needs and from Travellers' families make sound progress. Pupils write simple sentences, use the menu to print and are becoming familiar with word processing. In literacy and numeracy, pupils use appropriate spelling and number programs and use the concept keyboard and touch screen to match numerals and trace over letters. Pupils are beginning to use the e-mail to contact relations in other parts of the world, such as America. Higher attaining pupils are beginning to store and retrieve their work and to use programmable toys.
145. By the end of Key Stage 2, pupils operate computers well, they can load a disk or a program, and save their work. They load the printer, word process their work and retrieve work that has been saved. Pupils can close a program and switch off all parts of the computer station. Computers are used for modelling games, finding information, accessing the Internet and sending e-mails. Pupils use the digital camera, download the image onto a 'pages' file and add text. Programs are used for data handling and art. Information technology is widely used across the curriculum. Graphs and charts are produced in mathematics and science and the Internet and e-mail used in geography when carrying out a study of the weather world-wide. Letters are printed and sent to pen friends in Zimbabwe, and designs for coat-peg labels are made using a stylus instead of a mouse to draw the design. Computers are used to print out a range of

writing in design and technology, religious education and literacy.

146. Pupils make good progress at Key Stage 2 in all aspects of the subject. This is aided by an individual record sheet entitled, 'I can do I.T', that systematically lists a number of skills to be learnt. Higher attaining pupils have excellent mouse skills and can move around the computer very quickly and with ease. Very good progress is made in the use of information technology across the curriculum and the use of the Internet and e-mail is developing well.
147. Pupils with a special educational needs have access to all the activities on the computers and make similar progress to other pupils.
148. Attitudes to work on computers are good at both key stages. Pupils are interested in information technology and enjoy working on the computers. They co-operate well, help each other and take turns in using the equipment. Behaviour is good and equipment is treated with care and respect.
149. No direct teaching of information technology was seen during the inspection, but it is judged to be satisfactory at Key Stage 1 and good at Key Stage 2 through scrutiny of pupils' work, displays, teachers' planning and discussions with pupils. Teachers have a secure knowledge of the basic programs in use and, through the record sheet, give clear targets of the skills pupils should attain. Expectations of pupils' behaviour and their involvement in activities are high. It is clear from discussions with pupils, scrutiny of work and teacher's planning that pupils have received regular experiences on computers. Management of the subject is good and has enabled it to develop well since the previous inspection. Assessment procedures are in place through the record sheet and there is evidence that they are being used to plan future work for the pupils. There is a sound scheme of work. Resources are satisfactory, although the school would benefit from more up-to-date computers to replace the older ones still in use, and from a continued expansion of the amount of software available. The resources available are used well and this has a positive effect on the standards attained by the pupils.

Religious education

150. Religious education was inspected under Section 23 of the School Inspections Act 1996 and is the subject of a separate report.

171. Art

151. Throughout both key stages, pupils make good progress. Pupils with special educational needs and Travellers' children make good progress; this is because the scheme of work clearly reflects skills that pupils need to be taught in each year group. Skills and understanding are developed systematically as pupils move up the school and, consequently, good progress is made. For example, in Year 1, pupils are taught how to mix powder paints and how to ensure that brushes are dipped in the right amount of water. In Year 3, pupils experiment with a full range of paint brushes in different sizes and are beginning to create intricate patterns on their designs. By the end of Year 6, still-life paintings show that pupils use a range of techniques for shading and showing how light affects the objects that are painted by using different hues of colour.

152. Pupils in both key stages use sketch books well for trying out different techniques of line drawing, and use information technology appropriately to support their work. By the end of Year 6, pupils' observational and imaginative drawings demonstrate that good progress is made in developing the use of line, tone, texture and perspective. This was seen in the group painting of "The Last Supper", where the faces of the disciples captured their grief at spending Jesus' last few hours over a meal.

153. In both key stages, pupils print repeating patterns, use information technology to create images and patterns, use a range of textiles to create collage pictures, and use papier-mâché effectively. Pupils apply paints in a variety of ways to create different effects. Artists' work is well used to support pupils' learning and, by the time that pupils leave school at the age of 11, they can apply simple techniques used by van Gogh, Picasso, Turner, Matisse and Kandinsky. For example, they explore the distinctive paintings of Henri Matisse to show how he was influenced by African art.

154. Pupils have good attitudes to work in art, and behaviour in lessons is very good. Pupils are courteous, use resources carefully, tidy up after themselves and are highly motivated and interested in learning. They enjoy practising their art skills and are willing to improve on their previous best performance.

155. Only a small number of lessons in art were observed during the inspection. However, evidence from the pupils' past work, teachers' plans and discussions with pupils, indicates that teaching is never less than good. In Years 3 and 4, teaching is very good; this is because the headteacher who teaches the class has very good subject knowledge and her passion for the subject inspires her pupils. Lessons observed in both key stages are well paced and practical work is carefully focused. Effective use is made of good resources and expectations are made clear to pupils which helps them to develop good attitudes. Teachers have good subject knowledge, and they place an important emphasis on the teaching of literacy through the medium of art. At both key stages, pupils' imagination and individual interpretation are valued. The school places great importance on good quality display work, and the work of local artists is valued within the school. The recent metal artist in residence at the school, raised pupils' awareness, as to how the artistic process relating to research, testing a variety of media and planning the outcome, is important when creating a metal sculpture. Art is valued as an important activity for communicating ideas and feelings in visual form. It is frequently used to extend and develop work in other subjects, notably English, history and music. As a result of this emphasis and through the wide and detailed experiences provided, pupils attain high standards.

156. The curriculum for art is very good. It is broad, balanced and relevant and is well matched to pupils' needs. It is brought alive by the work of artists in residence and it is well planned to ensure that pupils use a full range of skills and experiment with

different media. The range of work seen indicates that pupils are regularly given opportunities to practise and develop their skills through interesting and varied projects. Literacy is well used in art. Books read in other lessons are often used as stimuli for art work.

157. The subject is very well managed with vision and enthusiasm. The good quality scheme of work, clear planning procedures and the co-ordinator's very good subject knowledge assist in giving the pupils' art work a high profile throughout the school. Resources are good, including the books in the library, which support a range of artists. A well-attended art and craft club held after school, provides the pupils with opportunities to develop techniques and explore themes further. This has resulted in good displays of models of characters from novels that pupils have read.
158. Since the previous inspection, standards have improved in both key stages, from being in line with expectations to being above those for pupils of their age groups. The quality of teaching has improved from being sound to being good. The school has maintained its good resources.
179. **Design and technology**
159. Due to timetable arrangements, no teaching of the subject was seen at Key Stage 1. Two lessons were observed at Key Stage 2. From a scrutiny of pupils' work, photographs and teachers' planning, it is evident that pupils make good progress throughout both key stages. Pupils with special educational needs and Travellers' children make good progress. This is an improvement on the previous report and is due to the efforts and conscientiousness of the teachers in carrying out all the aspects of the design and technology processes. From Key Stage 1, pupils become aware of the need to plan, design, make and evaluate their work and the introduction of the digital camera has enhanced the evaluation process. Links with literacy and information technology are also encouraged when pupils write or word process instructions on how to make various items. The involvement of an artist in residence, working with the pupils in planning, designing, making and evaluating two pieces of metal and glass sculpture, based on the themes of Christianity and the natural world, resulted in work of which the school is justifiably proud.
160. By Year 2, pupils design, make and evaluate a cot for a baby clinic and dream catchers using a range of techniques. They learn to cut join and stick and make houses using reclaimed materials. Pupils design and make a box for Tigger's breakfast cereal and are able to follow a simple action plan. They cut out, shape and assemble materials and are able to fold paper and cut accurately. Pupils have the opportunity to use a range of construction materials.
161. In Key Stage 2, pupils turn the class into a 'Cookie' factory. They make variations on a plain recipe and are then given the job of being buyers for a supermarket chain and told to select the best biscuits. Pupils evaluate the biscuits on taste, texture and appearance and, using a computer, produce graphs of their results. They plan hygiene requirements and cooking methods. Pupils plan and design a pattern in order to make slippers. Suitable materials are chosen and they are sewed together. The slippers are then evaluated for comfort, grip, warmth and appearance and pupils say what changes they would make to improve them in the future. Younger pupils produce designs for a wind-powered buggy and use computers to produce instructions on how to make it; they use saws to make the chassis out of wood, straws are used for the axles, and sails are made out of paper and cloth. In order to find out which shaped sail works the best they follow the process of, 'What I want to find out', 'What I did' and 'What I think happened and why'. Pupils use their scientific knowledge when considering insulation materials to make egg cosies; and they use levers, mechanisms and cams when making a moving character. They construct a circuit and make a switch to make a buggy move in different directions and construct a battery-operated mechanism for bird scaring. Good progress is made in weaving using different textures and colours.

162. Pupils enjoy the activities provided for them and attitudes to learning in both key stages are good. There was a constant hum of activity in the lessons seen, all of it concerned with the task pupils were carrying out. Pupils work safely and sensibly using a range of tools and materials; they take care and try to be precise. Behaviour is very good, pupils are courteous with one another and share resources effectively.
163. The teaching seen and evidence from a scrutiny of pupils' work, indicate that teaching is good at both key stages. Teachers have a good knowledge of the requirements of the subject and ensure that pupils experience the processes involved in design and technology. Teachers instigate very good cross-curricular links and encourage pupils to produce work of good quality. The subject has been very well developed in the school. The co-ordinator is very knowledgeable and offers good support to staff. The curriculum is very good in both key stages. It is well planned and covers all areas of the National Curriculum. There is a good policy and scheme of work that gives support and guidance to staff. Pupils also benefit from the help of other adults who come into school to supervise, for example, food technology.
184. **Geography**
164. Timetable constraints meant that no geography lessons were seen during the inspection. Evidence is taken from teachers' planning, the scheme of work, scrutiny of work around the school and discussions with teachers. Pupils, including those with special educational needs and Travellers' children attain standards in line with those expected nationally at Key Stage 1 and above at the end of Key Stage 2. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.
165. By the end of Key Stage 1, pupils are aware of the area they live in. They know about different types of homes, such as houses and bungalows, and other features of the Great Somerford area such as barns, a park and the church. Pupils draw maps of their journey from home to school and from the school to church. Pupils identify similarities and differences in houses and compare places they have visited or lived in, for example, towns, villages and holiday resorts.
166. By the end of Key Stage 2, pupils know about different types of farming. They know about dairy farming, the production of milk, the food given to the animals and the use of silage. Computers are used to word process descriptions of a farm visit. Pupils understand how different types of soil are suitable for different crops and how cows had to be sold or destroyed because of BSE. They understand the effects of this by realising that some are now arable farms producing cereals as a result. In links with history, pupils understand how the quality of the soil was responsible for people settling where they did and medieval and nineteenth century farming are compared with that of today. Charts are produced to illustrate the midday temperatures in Great Somerford and the wind direction is investigated every day for a month. A detailed study is carried out to discover weather conditions in different parts of the world. Parents and friends send regular e-mail messages from around the globe. Pupils use the Internet to find a variety of information, such as weather maps, measurements and forecasts. They compare the information they receive with the weather they are experiencing in Great Somerford. Pupils know about the countries of the European Union and write to pen friends in Harare, Zimbabwe. From the replies, pupils gain an understanding of life and conditions in another country. They identify the tropical rainforests of the world, know about the equator and the Tropics of Cancer and Capricorn, and produce graphs to show the worldwide annual rainfall. A study is made about living in the desert and related topics such as, houses, transport, clothes and the problem of obtaining water are considered. Pupils know about and compare and contrast the Arctic and Antarctic. Pupils are aware of the map of India, the rivers, principal cities, mountainous areas and surrounding countries. They are aware of the size of the population, the languages of Hindi and Urdu, Indian food and farming and fishing in that country.

167. Pupils' attitudes are good. In interviews with pupils they expressed an enjoyment of the subject and enjoyed given tasks to find information about different customs using the CD-ROM. There are an adequate number of reference books in the library and good use is made of cross-curricular links with subjects such as literacy, information technology and mathematics. There are sufficient maps, photographs and weather equipment. Visits in the locality and further afield, for example, residential field trips, enhance the curriculum.
168. No actual teaching was seen during the inspection but it is obvious that the work is well planned and covers the requirements of the National Curriculum. The work available for scrutiny indicated that pupils were interested in their work and that teachers had high expectations of the standards pupils should attain and good subject knowledge. Displays of work on the walls and in books are of a good standard. The organisation of work on a two-year rolling programme ensures continuity and progression in mixed-age classes. There is a suitable policy for the subject and a good scheme of work. Although teachers record the progress that pupils make there is a lack of evidence to show that assessments are used to inform future planning.
189. **History**
169. Throughout Key Stage 1 pupils make satisfactory progress and in Key Stage 2 pupils make good progress. Pupils with special educational needs and Travellers' children make satisfactory progress in both key stages. A particular strength of pupils' work in Key Stage 2 is the knowledge that they have of local history, especially that of Walter Powell, and the changes in the buildings of the locality since the Victorian times.
170. In Key Stage 1, pupils know the difference between old and new and identify buildings, transport and clothes of past times with those of the present day. They know how children were taught in Victorian times because of a visit they made to a Victorian school. Pupils know that in the Victorian days, teachers were stricter than they are now. Pupils are aware that Guy Fawkes was associated with the gunpowder plot, and they sequence events in order up to his arrest. They use common words and phrases relating to the passing of time, such as 'old', 'new' and 'long ago'. Many pupils know that the past is represented in a variety of ways, such as in films, books, pictures and museum displays. Pupils have good skills of deduction and identify similarities and differences from the past.
171. Pupils in Key Stage 2, know about life in the Victorian times and compare and contrast the life of the poor and the rich. They identify changes that happened in society due to the development of railways, and the dramatic consequences it had on social characteristics. From their visit to Sevington, pupils at the end of the key stage, can empathise with the strictness of Victorian schools, and how gender issues were apparent in those days in relation to equal opportunities. Pupils identify bias and glean information from documents, printed sources and artefacts. The use of secondary sources has a positive effect on pupils' literacy skills. Pupils study Victorian newspapers, accounts of trials, extracts from Dickens' 'David Copperfield', and become aware of how linguistic phrases have altered over the years. Pupils ask and answer questions, select and record relevant information, and research books and CD-ROMs to find out more information about Greeks, Romans and Victorians. They identify and name the wives of Henry VIII, and examples of good, structured narrative writing were seen in Years 3 and 4. Pupils write from the point of view of Catherine of Aragon, explaining that she was not particularly partial to the corpulent Henry! Pupils know about the lives of people at different levels of society. They know about Florence Nightingale and Brunel, and how their work helped the lives of others.
172. In both key stages, pupils have good attitudes to learning. Pupils are interested in researching things for themselves. Pupils ask questions, handle artefacts carefully, and are keen to learn. Behaviour is never less than satisfactory.

173. Teaching is good overall. It is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers have secure subject knowledge, use skills of exposition effectively, ask open-ended questions, and give clear explanations. Planning is good, teachers clearly define what they want pupils to learn and good quality resources are used well. Skills of chronology and historical interpretation are taught in a systematic manner and ensure that good opportunities are provided for pupils' skills of literacy. Relationships are very good, time is used well to keep pupils on task, but, on occasions, some lower attaining pupils are left to work for too long on their own, which results in them losing concentration. Marking is satisfactory but there are times when insufficient information is given on how pupils can improve the quality of their work. Teachers ensure that computers are used effectively to support pupils' work. The pace of lessons is brisk and historical skills of enquiry are taught effectively. Teachers use the work of artists, such as Turner, to interpret the effects of railways on people's lives, and a creative approach is used to teaching pupils about history through works of art.
174. The curriculum is good, it is broad, balanced, relevant and exciting. Pupils visit the local museums and farms, and visitors come into school to talk about representations of the past. The recent visit to Stonehenge yielded a range of musical opportunities for the pupils and the performance had a beneficial effect on pupils' speaking and listening skills. The period of the Tudors is well linked with art and some very detailed portraits of Queens were on display.
175. The co-ordinator is knowledgeable and manages the subject well. She ensures that teachers have appropriate resources through library loans and artefacts. Resources are good. They are clearly labelled and well stored. Historical displays around the school are bright, interactive and motivate the pupils to want to find out more about the period that they are studying.
176. Since the previous inspection, standards in history have improved and the good quality of teaching has been maintained. Resources in both key stages have improved and this is a contributory factor to raised standards by the end of Key Stage 2.
197. **Music**
177. Throughout Key Stage 1, pupils make satisfactory progress. In Key Stage 2, pupils make good progress. Pupils with special educational needs and Travellers' children make good progress in both key stages. All pupils who play instruments make at least sound progress, and often progress is good.
178. In Key Stage 1, pupils are able to follow rhythm patterns using parts of their body and name a full range of percussion instruments and use them appropriately to keep a steady beat. Pupils sing a range of rhymes in tune and listen attentively to music in assemblies. Throughout Key Stage 2, pupils make good progress and develop simple systems of music notation; they build a range of appropriate dynamics into their music and hold an ostinato pattern while others are carrying on with the tune. In hymn practice, pupils sing tunefully and good use is made of music being played on entry to assemblies. By the end of the key stage, pupils describe feelings, pictures, colours and moods that Saint-Saëns' 'Aquarium' from 'Carnival of the Animals' evoke. In both key stages, pupils explain preferences and give reasons and respond to differences in character and mood. They name the sounds made by piano, violin, cello and clarinet, and they know the names of instruments in the string family. Pupils use a musical vocabulary to express their ideas. In Key Stage 2, good links have been made in the teaching of literacy. In Years 3 and 4, pupils are developing acrostic poetry from Saint-Saëns' 'Aquarium'. In Key Stage 2, pupils sing a range of songs from the musical 'Oliver' and identify the shape of the music of songs that they have learnt in relation to descending and ascending patterns.
179. Pupils' attitudes to music are good. Pupils listen attentively and behaviour is good. Pupils treat resources with care and respect and they enjoy playing instruments and are forthcoming with explaining their emotional responses to music.

180. The quality of teaching is good overall. Very good teaching was seen in Years 3 and 4. Teachers have good subject knowledge because they are being appropriately supported by the co-ordinator who, in spite of working only part-time, has done a lot of hard work to support the teaching of music across the school. Expectations are high, time is used effectively, and the pace of lessons is brisk. Teachers plan well and clearly identify learning objectives.
181. The curriculum is broad and balanced and effective links are made with literacy and numeracy. These opportunities are contributory factors to pupils' good rates of progress in Key Stage 2. At present, assessments are underdeveloped, but the newly appointed co-ordinator has sound plans to rectify this situation. The school provides opportunities for each child to learn to play an instrument during his or her time at the school. A commercial scheme is used to support those teachers who, on occasions, feel insecure when teaching aspects of the Programmes of Study. This scheme is used effectively in both key stages. The leadership of the subject is good. The co-ordinator has very good subject knowledge and supports her colleagues well. Resources are good. They are clearly labelled, easily accessible and support the good standards of attainment achieved.
182. Since the previous inspection, standards of attainment have improved in Key Stage 2 and sound standards have been maintained at Key Stage 1. The quality of both teaching and resources has improved.
203. **Physical education**
183. Pupils' attainment in physical education is in line with that expected at the end of both key stages and pupils, including those with special educational needs, make satisfactory progress. Pupils with Statements of Special Educational Need in Key Stage 1 do particularly well due to the help they receive in lessons from support staff. Standards have been maintained since the previous inspection. Regular swimming tuition for both Key Stages 1 and 2 pupils, ensures that by the time they leave the school, the great majority of pupils can swim at least 200 metres. On leaving in 1999 all Year 6 pupils achieved 200 metres and Grade 4 Water Skills; 70% of these same pupils achieved the Bronze Challenge Award or higher. In this respect pupils make good progress. Pupils have experiences of gymnastics, games, athletics and dance; older pupils have the opportunity to take part in a residential visit and in appropriate adventurous outdoor pursuits.
184. By the end of Key Stage 1, pupils are developing their co-ordination skills and awareness of space. They follow teachers' demonstrations and instructions well and show good levels of confidence when balancing on different parts of their body. They are beginning to demonstrate that they can refine and improve their movements when balancing, turning and rocking both individually and with a partner.
185. By the end of Key Stage 2, pupils put together a sequence of movements including balancing on different parts of the body, one where the feet are higher than the head. They produce controlled movements and know how to land and finish a sequence with some style and a sense of pride in what they are doing. Pupils have an awareness of the safety requirements of the subject and are able to move apparatus appropriately. They have opportunities to take part in competitive sport against other schools in soccer, rounders, athletics and netball and reached the county finals in the Kwik-Cricket competition. The school takes advantage of the 'Top Sport' and 'Top Play' schemes which enables access to a range of games equipment. Pupils at both key stages have the opportunity to take part in both Maypole and country dancing.
186. The pupils enjoy lessons; they have positive attitudes to learning and behaviour is very good. A contributory factor to this is that the teachers have set good routines that the pupils know they must observe. Pupils enter and leave the hall in an orderly manner are quiet and are very well behaved; they listen to the teachers'

instructions, and watch demonstrations given by the teachers. Teaching overall is good. A very good example of teaching was seen in Key Stage 1. The teachers have sound subject knowledge and lessons are planned to a consistently appropriate structure. They have suitable warm-up activities, a key teaching input and practise, and a cooling down session. Pupils' demonstrations are used appropriately to show examples of good work. In the most effective teaching, pupils are encouraged to explain how a particular pupil's demonstration might be improved. The above factors have a good impact on the progress of pupils. However, not all teachers change into appropriate clothing and set a suitable example to their pupils.

187. Management of the subject is satisfactory. There is a good range of both large and small apparatus and good facilities in the hall and playing field for the subject. There is a policy and scheme of work but little monitoring of standards and teaching is carried out. There are no formal school procedures for assessing the progress that pupils make.

208. **PART C: INSPECTION DATA**

208. **SUMMARY OF INSPECTION EVIDENCE**

188. The school was inspected by a team of three inspectors, including a lay inspector, over a period of 7.5 inspector days.

189. During that time 27 lessons or parts of lessons were observed. In addition:

- Three representative pupils covering the full range of attainment from each year group were heard reading.
- Assemblies and registrations were attended.
- Discussions were held with pupils
- Pupils' work was scrutinised.

- Discussions were held with the headteacher, members of the governing body, parents and other teaching and non-teaching staff.
- Two pre-inspection meetings were held at which a total of 30 parents attended, and an analysis of the parents' questionnaire returns and written comments were considered.

- School documentation, which included: school development plan, schemes of work, curriculum planning, teachers' lesson planning, school prospectus, pupils' assessments and staff handbook was scrutinised.

1. **DATA AND INDICATORS**

211. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	61	2	19	6

211. **Teachers and classes**

211. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	3.1
Number of pupils per qualified teacher:	20

211. **Education support staff (YR – Y6)**

Total number of education support staff:	3
Total aggregate hours worked each week:	50

Average class size:	20.7
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211. **Financial data**

Financial year:	1998
	£
Total Income	160,578
Total Expenditure	162,959
Expenditure per pupil	2,173
Balance brought forward from previous year	22,152
Balance carried forward to next year	19,771

211. **PARENTAL SURVEY**

Number of questionnaires sent out: 45
 Number of questionnaires returned: 20

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	5	75	20	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	20	65	5	5	5
The school handles complaints from parents well	5.3	42.1	36.8	10.5	5.1
The school gives me a clear understanding of what is taught	0	45	40	15	0
The school keeps me well informed about my child(ren)'s progress	0	50	35	10	5
The school enables my child(ren) to achieve a good standard of work	5.3	73.7	10.5	5.3	5.3
The school encourages children to get involved in more than just their daily lessons	5	60	25	10	0
I am satisfied with the work that my child(ren) is/are expected to do at home	0	40	20	30	10
The school's values and attitudes have a positive effect on my child(ren)	10	60	20	10	0
The school achieves high standards of good behaviour	10	60	15	15	0
My child(ren) like(s) school	35	60	0	5	0