

INSPECTION REPORT

LOCKING PRIMARY SCHOOL

Locking, Weston-super-Mare

LEA area: North Somerset

Unique reference number: 109103

Headteacher: Mr.R.Leveridge

Reporting inspector: Mrs A.J.Pangbourne
23818

Dates of inspection: 8-12th May 2000

Inspection number: 185998

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Meadow Drive Locking Weston-super-Mare North Somerset
Postcode:	BS24 8BB
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P.Lacey
Date of previous inspection:	25/9/95

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Alison Pangbourne	Registered inspector	Science	The school's results and achievements
		Information technology	How well are pupils taught?
			How well is the school led and managed?
Mary Bebo	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Catherine Davey	Team inspector	English	Pupils' attitudes, values and personal development
		Music	
		Religious education	
Val Emery	Team inspector	Mathematics	
		Geography	
		Physical education	
		Special educational needs	
Sam Saunders-Singer	Team inspector	Areas of learning for children aged under five	How good are the curricular and other opportunities?
		Design and technology	
		Art	
		History	
		Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Locking Primary School is situated in the village of Locking on the outskirts of Weston-super-Mare. About half the pupils live in the village and the remainder live in surrounding areas of Weston-super-Mare, neighbouring villages and a few live in officers' housing on the neighbouring RAF base. Since the previous inspection, the RAF base has closed resulting in a significant fall in the number on roll. One third of the pupils have left since September 1999 and this has led to a reduction in the teaching staff and to the appointment of many new governors. The school has experienced a transient population historically due to the movements of RAF personnel with about 40 per cent of pupils leaving or entering the school each year. In 1999, one third of the pupils in Year 6 had spent fewer than three years in the school. The school continues to experience significant turbulence since the closure of the RAF base and many pupils are admitted to the school from other areas because there is room for them. During the current school year, 15 per cent of the pupils on roll have been admitted and 12 per cent have left as families leave the area. Twenty per cent of those who were admitted have now left. One third of the pupils admitted since September have special educational needs. The turbulence of the population and the admission of many pupils with special educational needs have a significant effect on the standards attained because many pupils experience disruption to their schooling. The school is part of the Weston Education Achievement Zone. Children's attainments on entry are broadly average but language and literacy skills are below what is expected for four-year-olds. A small number of children have underdeveloped social skills. However, a significant number of pupils enter the school after the age of four with varied levels of attainment. The socio-economic circumstances of the pupils are broadly average with 11 per cent entitled to a free school meal, which is broadly average. The pupils are predominantly white with few pupils from ethnic heritages. There are slightly more boys than girls.

At the time of the inspection, 200 pupils were on roll. Four pupils have statements of special educational need and 47 pupils were included on the special educational needs register as needing levels of support provided by the school itself. The school has an above average percentage of pupils with special educational needs. At the time of the inspection five children were aged under five. They start school at the beginning of the year in which they have their fifth birthday on a part time basis and most become full time after their first half term in school.

HOW GOOD THE SCHOOL IS

The effectiveness of the school is satisfactory. It copes well with the turbulence in the numbers on roll which affects the standards attained. It makes good provision for pupils with special educational needs enabling many to do well by the time they leave the school. Pupils do particularly well in English despite the fact that many start school with underdeveloped writing skills. Pupils in the current Year 6 are not achieving as well as might be expected because many have special educational needs or have spent a short time in the school. However, pupils in all other year groups are achieving as well as they should. The leadership and management of the school is satisfactory. The school provides sound value for money.

What the school does well

- Throughout the school, pupils do well in English because spelling, punctuation and grammar are taught effectively. Teachers provide many opportunities for pupils to develop their skills across the curriculum, particularly at Key Stage 2.
- Pupils do better than expected for their age in music throughout the school and in art and swimming by the end of Key Stage 2 because the school provides for a specialist teacher for music and art and there are good opportunities for pupils to learn to swim.
- There is good provision for children aged under five and these children are taught well.
- Pupils with special educational needs make good progress because provision for them is good.
- Provision for spiritual, moral, social and cultural development is good and as a result pupils behave well, show good attitudes to their work and work well together.
- The school makes very effective use of homework to enhance learning and pupils are well prepared for secondary school.
- The school enjoys a good partnership with its parents and works hard to involve them in all

aspects of school life.

What could be improved

- Standards in mathematics are below average by the end of both key stages because, in some group activities, expectations are not high enough and lead to a lack of challenge for some pupils, particularly pupils of average attainment.
- Standards in science are below average by the end of Key Stage 2 because pupils, and particularly higher attainers, repeat skills at too similar a level of challenge, tasks are not always well matched to their abilities and the time spent on science is too low.
- The school does not analyse its assessment information with sufficient rigour to identify strengths and weaknesses between different groups of pupils.
- Monitoring of the school's performance is insufficiently rigorous to be effective and this leads to inconsistencies in classroom practice.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvements since the last inspection in 1995. Standards have improved steadily in recent years and teaching and learning have also improved. The governors have appropriately addressed most of the key issues, although there is still room for further improvement in mathematics and in the use of assessment and monitoring information.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	C	D	C	C	well above average A above average B average C below average D well below average E
Mathematics	D	E	E	E	
Science	D	D	D	E	

The information shows that the performance of pupils in 1999 was average in English, below average in science and well below average in mathematics in relation to all schools. In comparison with similar schools, results were average in English and well below average in mathematics and science. However, the transient nature of the population has a significant effect on standards and the school has an above average percentage of pupils with special educational needs.

Inspection evidence shows that standards vary in different year groups according to the distribution of pupils with special educational needs. Pupils in Years 1, 3, 4 and 5 are achieving as well as they should. Although there is a high number of pupils in Year 2 with special educational needs, most pupils attain standards in line with the expectation for seven-year-olds and achieve appropriately. By the end of Key Stage 2, many pupils in the current Year 6 have experienced interruptions in their schooling and many have special educational needs. Consequently standards are below expectations and some pupils are underachieving in mathematics and science. Pupils do better than expected for their age in music through the school and in art and swimming by the end of Key Stage 2 because the school makes good provision for these subjects.

Results over time have improved steeply in Key Stage 2 but there are significant differences in the attainment of different cohorts and this contributes to variations in results year on year. The school has set challenging targets and it is making steady progress towards them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and persevere with their tasks.
Behaviour, in and out of classrooms	Good. Pupils behave well when moving around the school. The majority of behaviour is good in lessons. Occasional misbehaviour where class management is weak or lessons are uninspiring.
Personal development and relationships	Good. As pupils get older they take responsibility for a range of duties around the school. Pupils relate well to each other.
Attendance	Good attendance.

- Pupils co-operate well with adults and other pupils and respect the contributions of others.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Satisfactory

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

These are overall judgements and relate to all aspects of teaching. The quality of teaching was satisfactory or better in 95 per cent of lessons seen during the inspection, and 61 per cent were good or better. Seventeen per cent of lessons were very good or excellent and five per cent were unsatisfactory. The good teaching in English in Key Stage 2 is a key factor in the pupils' good learning in this subject. The quality of teaching in mathematics is satisfactory. The quality of teaching is highest in Year 5 where very good teaching was seen in most lessons. Good teaching was a feature of most lessons in Year 4 and for children aged under five and enabled pupils to make good gains in their learning. Teaching in art and in physical education in Key Stage 2 is also good. The teaching of music is very good and contributes to the high standards attained in the subject. Strengths in the quality of teaching include good subject knowledge, high expectations, well-managed pupils and the use of well-targeted questions, which challenge pupils of all abilities. Where teaching is unsatisfactory, pace is slow, activities are unchallenging and there are weaknesses in class management.

The teaching of literacy and numeracy is good and contribute to the standards achieved in English and to the rising standards in mathematics. Activities are planned to meet the needs of all pupils, although in some classes, activities provide insufficient challenge for higher attaining pupils, for example, in science. Some group activities in mathematics provide insufficient challenge for average attainers. The needs of pupils with special educational needs are well met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Insufficient time is allocated to science in Key Stage 2. The schemes of work for science, history and geography are in need of review.
Provision for pupils with special educational needs	Good provision. Good quality in-class support. Work is carefully matched to their needs.
Provision for pupils' personal, including spiritual, moral, social and	Good provision for spiritual, moral, social and cultural development. Good opportunities in all aspects of school life to give pupils insight into values and beliefs.

cultural development	
How well the school cares for its pupils	All staff provide good, caring support for the pupils. The school is rightly concerned about the bad state of external repair of parts of the building.

- The school's partnership with parents is good. Parents' involvement in the school is good and they feel welcome.
- Equality of opportunity is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. Senior staff have responded positively to the challenges faced due to the closure of the RAF base. All staff share a commitment to raising standards.
How well the governors fulfil their responsibilities	Satisfactory. There have been many changes in the governing body due to turbulence and new governors are developing an understanding of their roles.
The school's evaluation of its performance	Unsatisfactory. A good start has been made but monitoring is insufficiently rigorous or focused to be effective. Monitoring by the governing body is underdeveloped.
The strategic use of resources	Good. Resources are targeted to raise standards and the school is effectively managing the decrease in the budget caused by the fall in roll. The provision of a teacher without a class responsibility has a positive impact on the standards attained in music throughout the school and on those in literacy and numeracy in Key Stage 1.

- The school is very well staffed. There are sufficient teachers to provide for specialist music and art teaching and for supporting literacy and numeracy in Key Stage 1. There are a good number of classroom assistants who contribute positively to the standards attained. The accommodation is good, having two halls, an information technology suite and specialist art and music rooms. There are satisfactory resources for learning.
- Monitoring has been insufficiently rigorous to identify weaknesses in the science scheme of work and some inconsistencies in classroom practice. There is no management overview of the whole curriculum.
- The principles of best value are applied appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress. • They can approach the school with any questions or problems. • Their children are expected to work hard and do their best. • The teaching is good. • The attitudes and values promoted by the school. 	<ul style="list-style-type: none"> • The amount of homework their children receive. Some parents would like less. • Some parents would like more extra curricular activities to be provided. • They would like more information about their child's progress.

The team agreed with the strengths the parents mentioned but found that arrangements for homework were a strength of the school. A suitable range of extra-curricular activities is provided and

parents receive good information about their child's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry for the current pupils in the reception class is broadly average in all the areas of learning, with the exception of language and literacy where attainment is below that expected for four-year-olds. A small number of children have social skills which are underdeveloped. Baseline assessments show a similar picture for previous years, although some cohorts of children also attain less well in mathematics. However, the turbulence in the school population results in a significant number of pupils entering or leaving the school and last year one third of the pupils in Year 6 had spent less than three years in the school. One third of the pupils in Year 2 had also joined the school during Year 1 and Year 2. Consequently, the results of the school's baseline assessments may not represent an accurate picture of the potential attainment of a large number of pupils. The school continues to experience significant turbulence since the closure of the RAF base, with pupils moving in from other areas to fill the spaces. Consequently, this year approximately 15 per cent of the pupils on roll have joined the school since September and 12 per cent have left. One third of the pupils who have joined the school this year have special educational needs. There is an above average number of pupils with special educational needs in the current Year 2 and Year 6. These factors have a significant effect on the standards attained.

2. Taking the three years 1997 to 1999 together, the results of national tests for pupils at the end of Key Stage 1, show that average standards have been broadly maintained in reading and writing. There has been a considerable improvement in standards in mathematics as teachers are becoming more confident in teaching the subject. Results for pupils in Key Stage 2 indicate a steep improvement in English, mathematics and science. There are significant differences in the attainment of different cohorts and this contributes to variations in results year on year. The school has set challenging targets to raise standards in English, mathematics and science. However, although these targets are based on on-going assessments, there is insufficient analysis of the results of statutory tests to identify specific areas of weakness and consequently, although the school is making steady progress towards its targets, it is unlikely to reach them this year.

3. In the 1999 National Curriculum tests taken by pupils at the end of Key Stage 1, the results achieved by the pupils were average in reading, writing and mathematics when compared with all schools. Teacher assessments in science show that the proportion of pupils who reached the expected standard was also average. In the 1999 National Curriculum tests taken by pupils at the end of Key Stage 2, the results achieved by the pupils were average in English, well below average in mathematics and below average in science. The proportion of pupils exceeding national standards was average in English, but well below average in mathematics and science. The large number of pupils changing schools during their primary years has a significant effect on the standards attained.

4. There is national data about the performance of schools in a similar context - that is, schools with between eight and 20 per cent of pupils who are entitled to a free school meal. Compared to these schools, in 1999, attainment at the age of seven was below average in reading and writing and average in mathematics. By the age of eleven, attainment was average in English and well below average in mathematics and science. The transient nature of the population has had a detrimental effect on these results as the data does not take into account the fact that many pupils have changed schools, some several times.

5. Children aged under five make good progress and attain as they should, firmly consolidating and broadening their understanding. By the time they reach statutory school age the majority of children are attaining in line with the expectations for their age in all the areas of learning.

6. Inspection evidence shows that there are variations in the standards attained in different year groups. Pupils in Year 5 do particularly well because of the very good teaching they receive. Standards overall are in line with the expectation for the end of Key Stage 1 and pupils are achieving as they should. Attainment meets expectations in English and science. Pupils in Year 2 achieve particularly well in these subjects because writing skills are less well developed for many pupils when they start school and about 38 per cent have special educational needs. One of the reasons that they do so well is because of the good provision made for pupils with special educational needs and the good support which they receive from classroom assistants. Attainment in mathematics is below national expectations. The difference between inspection evidence and national test results for mathematics is partly due to the number of pupils with special educational needs in Year 2. It is also because, although the National Numeracy Strategy is raising standards in Year 1, where pupils are achieving as they should, this has not yet made a significant impact on the standards in Year 2. Another reason is that in some mathematics lessons expectations are not high enough for average attaining pupils and this impedes the progress they make.

7. Inspection evidence shows that although standards are below the expectation for the end of Key Stage 2 and pupils are not achieving as well as they should, standards are rising. Pupils in Years 3, 4 and 5 are achieving as they should. This is partly because the quality of teaching is improving as teachers become more familiar with the national literacy and numeracy strategies, but also because there are not as many pupils with special educational needs in these classes. By the time many pupils reach the end of Key Stage 2, a significant number have experienced disruption to their education and this has a considerable impact on standards. Almost one third of the pupils in the current Year 6 have special educational needs and one fifth have joined the school since September. Good teaching in English and the good provision for pupils with special educational needs contributes to the average standards, although this year many pupils will only just reach the expected level. Standards are below national expectations in mathematics and science. In mathematics, the high number of pupils with special educational needs in Year 6 contributes to the lower standards and the improved teacher confidence in teaching mathematics through the National Numeracy Strategy has not yet fully impacted on the standards attained. In some lessons there is a lack of challenge in group activities. However, this increased confidence has contributed to the improvement in standards since the statutory tests in 1999. In science, weaknesses in the scheme of work, which allows for skills and content to be taught at too similar a level of challenge across the year groups, contributes to lower standards than might be expected. Pupils also spend less time on science in Key Stage 2 than in most schools. Higher attaining pupils consolidate what they already know in science rather than learning new skills.

8. Standards in information technology and religious education meet those expected by the end of both key stages. In music, standards are better than expected for pupils aged seven and eleven. This is because they receive specialist teaching from the teacher without a class responsibility and expectations are very high. Pupils also do well in swimming because good provision is made for them to learn to swim. Standards in art are also better than those expected for eleven-year-olds. This is also as a result of the specialist teaching. Pupils do as well as expected for their ages in all other subjects.

9. Standards in literacy are in line with national expectations by the end of both key stages. Pupils use their literacy skills to enhance learning in other areas, for example to research information for their topics, to record their investigations in science and to write poetry in the style of psalms in religious education. Standards in numeracy are also in line with national expectations by the end of both key stages. Lessons start with mental problems

and pupils use their numeracy skills appropriately across the curriculum. For example, when measuring materials to make musical instruments in design and technology and when recording their findings graphically in science.

10. Pupils with special educational needs develop good attitudes to their learning in both key stages. These good attitudes influence their rate of learning and these pupils achieve well in relation to their prior attainment.

11. Higher attaining pupils generally achieve as well as might be expected. However, some group activities, especially in the literacy hour, are unchallenging and lead to some consolidation of skills rather than further development, particularly in Key Stage 1. There is a lack of challenge for higher attainers in science in Key Stage 2, where the scheme of work allows for too much repetition at too similar a level of challenge. This contributes to lower standards than might be expected. There is no significant difference in the attainment of boys or girls.

Pupils' attitudes, values and personal development

12. The good quality of pupils' attitudes, behaviour and personal development has been maintained since the last inspection. Parents are happy with the way in which the school develops these areas. All pupils, including children aged under five and those with special educational needs, enjoy coming to school, most behave well and they grow in maturity and confidence as they progress from class to class. They cooperate positively with adults and other pupils alike, because teachers are good role models and respect pupils' contributions. Pupils persevere with tasks and are willing to learn from their mistakes, as was evident in a design and technology lesson in Year 5 when pupils modified their models of insects in the light of their experience. They are eager to talk about their work to others because teachers actively encourage this. A small number of pupils take part in extra-curricular activities such as sporting events, gymnastics, chess and music clubs, although attendance at these is affected by the fact that a significant number of pupils live outside the school's immediate vicinity.

13. Pupils behave in an orderly manner when moving around school. They listen carefully to others and most behave well during lessons and other times, such as playtimes and lunchtimes. Opportunities for pupils to reflect on the effect of their actions on others are well taken. Lapses occur occasionally where teachers' control and management is not securely established; resulting in behaviour that impinges negatively on pupils' learning. A minority of lessons are not inspiring enough to hold the pupils' attention and this sometimes results in misbehaviour. Rules for behaviour are clearly displayed which parents and pupils know about. Pupils have many opportunities through religious education lessons and circle time to explore and develop understanding of both positive and negative aspects of behaviour, such as bullying, friendship and fear. As an example, a Year 4 class defined the qualities of a good friend. In an attempt to further improve playground behaviour, Year 2 pupils discussed ways of improving playtimes through the provision of playground games. The school has worked hard to create a positive atmosphere and there have been no exclusions in the current year.

14. As they move through the school pupils learn to relate in a positive manner to others. Of particular note is the way in which they have helped pupils from travelling families and the three French speaking pupils to settle quickly in their new school. All pupils are involved in daily routines. These responsibilities increase as the pupils move from class to class so

that by Year 6, pupils operate the overhead projector, sell snacks, and assist with the supervision of younger pupils during lunch times. Opportunities are well taken for pupils to take responsibility for their own learning. An example of this is in the way in which pupils use dictionaries and thesauruses to increase their knowledge of words. Pupils plan their own work, as in story writing and in design and technology, and Year 5 and 6 pupils independently research topics in history, art and geography, resulting in the production of work of high quality.

15. Attendance levels at the school have improved since the previous inspection. They are now good and are above the national average. Unauthorised absence is below the national average.

HOW WELL ARE PUPILS TAUGHT?

16. Taking all aspects of teaching into account, the quality of teaching is satisfactory overall and leads to satisfactory learning. Teaching seen during the inspection ranged from excellent to unsatisfactory and there are inconsistencies in the quality of teaching between year groups and between subjects. This is a similar picture to the findings of the previous inspection. At the time of the last inspection, 23 per cent of lessons were judged to be unsatisfactory and the quality of teaching overall has improved significantly with five per cent judged to be unsatisfactory during the inspection. Good teaching was seen in most classes.

17. The quality of teaching is highest in Year 5, where most lessons were judged to be very good across most areas of the curriculum. Consistently good teaching was seen in Year 4 and for children aged under five. In Year 1, where two teachers share the class, most teaching seen during the inspection was good or better. As a result, pupils in these year groups make particularly good progress because their needs are well met. Consequently, these pupils are attaining the standards expected for their ages in English, mathematics and science. The quality of teaching provided by the teacher without a class responsibility contributes positively to the high standards attained in music and to the progress made by pupils in Key Stage 1 who receive very good support in literacy and numeracy.

18. Features of the lessons where the quality of teaching is particularly strong include good knowledge of the subjects they teach, high expectations, well-managed pupils and the effective use of questions to extend learning. As a result, pupils make good gains in their learning. For example, in an English lesson in Year 4, well-targeted questions to pupils of different abilities enabled all to learn the structure of different types of poetry. In a mathematics lesson for pupils in Year 5, very good use of assessment enabled the teacher to quickly identify pupils who had not understood. She took time to reinforce the new way of multiplication which she had introduced, so ensuring that all understood and made good progress. In a very good English lesson for pupils in Year 1, well sequenced, stimulating tasks encouraged all to participate because they were enjoying the lesson. The very brisk pace of the lesson contributed positively to very good learning.

19. Two excellent lessons were seen during the inspection, one for a group of pupils in Year 2 in English and another in religious education for pupils in Year 5. In these lessons, pupils made excellent gains in their acquisition of new skills and understanding as a result of the excellent teaching. In the English lesson, taught by the supporting teacher, excellent subject knowledge, very effective use of humour and very challenging activities enabled all pupils to make very good progress because they were very well motivated by the task. For

example, the teacher used tongue twisters, which appealed to the pupils, to introduce alliteration. Pupils were challenged to say the tongue twisters very proudly so encouraging good oracy skills. Every opportunity was taken to extend learning. For example, a very good analogy was made to cereal 'clusters' to reinforce understanding of consonant clusters. By the end of the lesson, all pupils had learned to identify consonant clusters and had written their own tongue twisters based on the initial sound of their name. The excellent religious education lesson for pupils in Year 5 was characterised by very good subject knowledge which enabled pupils to understand the significance of psalms in the Bible and very high expectations and class management. The very sensitive presentation of psalms enabled pupils to produce moving pieces of poetry asking for God's help for someone they know, showing empathy and mature understanding.

20. Strengths in the teaching of different subjects include the teaching of writing in Key Stage 2. A wide range of opportunities is provided for pupils to develop their skills and this contributes to the good teaching seen in English in Key Stage 2. For example, in Year 5, pupils use West African poems as a stimulus for their own work. Spelling, punctuation and grammar are taught well and contribute positively to the standards attained in English. The quality of teaching in music is very good because of the provision of a talented teacher who teaches music throughout the school. Consequently, pupils play instruments and sing very well. The teaching of art in Key Stage 2 is also good and contributes positively to the attractive art work on display. The quality of teaching in physical education is good in Key Stage 2. A very good dance lesson was seen for pupils in Year 6. Here the teacher's quiet and effective approach and very high expectations made the lesson run smoothly with no time lost. Good opportunities were provided for pupils to create their own imaginative dances and to evaluate the work of others. Very good use of demonstration by the pupils supported very good learning. The quality of teaching is satisfactory in English and physical education in Key Stage 1. Teaching is satisfactory throughout the school in mathematics, science, design and technology, history and religious education. There was insufficient evidence to judge the quality of teaching in information technology or geography because few lessons were seen during the inspection.

21. The quality of teaching for children who are aged under five is consistently good and these children make good gains in their learning. They firmly consolidate and broaden their understanding. Teachers and support staff are knowledgeable and well informed about the needs of young children and work effectively as a team. Expectations are high and the children are very well managed, contributing to a conducive environment for learning. The ethos in the reception class is warm and welcoming and the needs of individual pupils including those with special educational needs are well catered for. The teacher without a class responsibility makes a positive contribution to the children's music and mathematics learning.

22. Three lessons were judged to be unsatisfactory during the inspection. Two of these lessons, in Key Stage 1, were characterised by slow pace and activities which provided insufficient challenge for pupils of all abilities. For example, in an English lesson for pupils in Year 1, pupils watched a recorded television programme and the teacher missed the opportunity to stop the tape to reinforce learning. Too much time was spent watching the programme and as a result there was insufficient time for the planned written task. The pupils became confused when they were asked to sort objects including the sound 'oo' because they were offered too many objects which were pronounced 'oo' but spelled differently; for example 'fruit' and 'cube'. In an unsatisfactory mathematics lesson for pupils in Year 2, the pace of the lesson was too slow to engage all pupils, leading to restlessness. Activities offered to pupils of average ability were too easy and lacked challenge. For example, they were asked to use dominoes to help them write two digit numbers and then

to count on ten. In an unsatisfactory English lesson for pupils in Year 3, weaknesses in class control and expectations of behaviour which are not high enough affect the rate of learning for some pupils.

23. The requirements of pupils with special educational needs are seen as a high priority by the school, based on a higher than average number of pupils on the special educational needs register. A very good number of well-trained support assistants are employed who work closely with class teachers mainly within the classroom. The work is closely matched to the needs of the pupils and to the relevant and well-constructed targets in their individual education plans. The good quality of the teaching ensures that pupils make good gains in their learning. This is mainly because the well-documented notes, which are made on pupils' development and progress, are used well to inform future tasks.

24. Where lessons are based on the National Literacy and Numeracy Strategies, planning is generally appropriate and meets the needs of most pupils, including those with special educational needs. However, in some classes, group activities in mathematics lead to a lack of challenge for average attaining pupils and this contributes to lower standards than might be expected. In science lessons, tasks are not always sufficiently challenging, particularly for higher attaining pupils.

25. A strength of the school is the way it uses homework to extend and enrich pupils' learning. The use of homework is very good and makes a strong contribution to the steadily improving standards. All pupils take books home to read and they are expected to learn spellings, number bonds and tables. They also write book reviews and answer questions about their reading books. Older pupils are expected to complete their journals and to work on their topic books at home. The amount of homework increases progressively as pupils move through the school and prepares older pupils particularly well for secondary education. Parents expressed their concern with the amount of homework that their children are expected to do – some suggesting that they would like less - but inspection evidence shows that the use of homework makes a very good contribution to pupils' learning.

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

26. The curriculum is suitably broad and balanced and includes all subjects of the National Curriculum. Statutory requirements are met including those for religious education and collective worship. Appropriate improvement has been made to meet the issues of the last inspection although there are still some significant areas for improvement in terms of monitoring the curriculum. A suitable balance of time has been allocated to most subjects with appropriate emphasis on the teaching of literacy and numeracy. This is beginning to have a positive effect on standards in English and in mathematics. However, the time allocation to science in Key Stage 2 is low in comparison with most schools and this is reflected in the below national average standards over the last three years. Personal and social education includes appropriate provision for sex education and consideration of drug abuse is well addressed through the science curriculum at Years 5 and 6. A satisfactory number and range of extra-curricular activities that includes sport and musical activities suitably enrich pupils' education. Pupils' attendance at these is satisfactory.

27. The good curriculum for children aged under five is broad and balanced and provides well-planned opportunities for child and adult-initiated activities, purposeful play, whole class and small group work across the expectations of the areas of learning. The curriculum

has been planned to the Desirable Learning Outcomes and is planned to be up-dated with new foundation year developments described by the Early Learning Goals. Plans are effectively shared and communicated with the valued support staff member and with volunteer helpers.

28. Equality of access for all pupils is well addressed. The school is vigilant about organising opportunities fairly. An above average percentage of pupils is identified by the school as having special educational needs and receive well-planned support. This is based on work, which is matched carefully to their needs, with good support from the school's support assistants. On most occasions, this support is within the classroom, but where the need arises, pupils are withdrawn for specialist support. An example of this is the good support provided by the co-ordinator for behaviour management, when pupils are withdrawn individually or in small groups. Pupils with special educational needs are identified firstly from the school's baseline assessment in the reception class and secondly on entry to school at a later point. Of all the pupils who enter the school after the reception class, one third are on the special educational needs register. This is because the school has gained a good reputation for providing well for these pupils. All pupils with special educational needs have individual education plans which contain targets that are mostly well focused and achievable. These targets are regularly reviewed on a termly basis with full involvement of parents, who either attend reviews in person or are informed by the school of new targets on the telephone.

29. Policy documents are in place for all subjects and schemes of work have been developed in information technology, art, music, history, geography, design and technology and physical education. This has been a positive response to the key issue of the last inspection report and there is now careful and logical progression of learning in skills, knowledge and understanding incorporated into the subject schemes of work in all subjects except science. Schemes in science, history and geography are now in need of review. This is particularly the case in science, as there are gaps in provision, and the topic units of work do not ensure coverage of all aspects of science logically over time. Literacy and numeracy are well supported by the national initiatives, and the frameworks for planning have given an effective boost to the curriculum planning in these subjects. They are having a positive effect in other related subjects. Religious education curriculum planning is effectively related to the locally agreed syllabus and addresses the issue from the last inspection report.

30. Literacy and numeracy are taught daily and the curriculum in English is further enhanced by silent sustained reading times, handwriting and opportunities for pupils to enjoy more extended writing tasks. The curriculum is effectively planned in two year rolling programmes of topics. There is whole school agreement, and the overall curricular plan for the long term coverage of skills, knowledge and understanding is carefully addressed, allowing for revisiting of skills, knowledge and understanding from reception to Year 6. This is a good strategy and is particularly effective where there are related skills' development lists, as in art and design and technology for example, where the logical progression of pupils' learning is made clear. These long-term plans are then effectively developed, in the majority of subjects, into half-termly plans. There are useful planning sheets used through the school in common format. This is an improvement since the last inspection when planning sheets were not consistent. Teachers work together in paired year group teams of Years 1 and 2, 3 and 4, 5 and 6 to ensure both logical sequence of learning and that there are neither gaps nor repetition of learning. While planning, teachers use the effective evaluations they have made when the topic was last covered in order to improve provision. This is good practice. In the vast majority of subjects and year groups this is effective because teachers are well informed and experienced and the systems have been

established for some time. However, it is not always successful and, for example in science, where areas of study are not effectively addressed overall; there are some gaps in learning and needless repetition of other elements; electricity for example. Monitoring of the curriculum has been insufficiently rigorous to identify these weaknesses.

31. The school makes good provision for the pupils' personal development including spiritual, moral, social and cultural development. This constitutes improvement since the last inspection in spiritual and cultural elements.

32. Provision for spiritual development is effective in raising pupils' awareness of themselves as individuals and their place in the school community and is well supported through 'circle' times, where pupils have the opportunity to discuss and share their feelings, and through personal and social development. Teaching of religious education and in particular the high quality of many school and key stage assemblies underpin spiritual development and are evident in the positive and sustained school atmosphere for learning, where all are respected and valued. The school has clear aims to ensure that there are good opportunities in all aspects of school life to extend pupils' knowledge and give them insight into values and beliefs. Pupils of all ages are given some time to reflect quietly and to come to understand themselves, the wider world and their place in it. They are taught right from wrong and form good relationships with each other. There are good opportunities for pupils to develop a sense of belonging to their community and to value their own culture and traditions.

33. Pupils demonstrate curiosity, awe and wonder in their science, art and literacy lessons. They are given time to express their feelings in their personal and social development and religious education lessons and this is effective in raising their awareness of their own and others' feelings and opinions and gives them meaningful opportunities to develop their expressive vocabulary.

34. The school teaches the principles of honesty, truth and justice, being fair and caring for others. There is a good range of procedures, which together ensure that all pupils' moral development is good. For example, pupils are aware of their own targets and have some responsibility towards reaching them. Pupils are involved in formulating rules for their classes and school. The suitability of the rules shows that pupils of all ages and abilities clearly understand what factors contribute to acceptable behaviour and the difference between right and wrong. The school has good guidelines for behaviour and this is most effective. These systems, together with a good equal opportunities policy and an anti drugs mis-use education policy, are effectively promoting moral standards.

35. All staff make a strong contribution to the pupils' good social development. The school develops the self-esteem and confidence of all groups in the community. Adults act as good role models in their behaviour and in the way that they treat each other and the pupils. The school consistently reinforces positive attitudes through the school ethos, opportunities in the curriculum and adults' personal example. Older pupils undertake many tasks, that help the school to run smoothly.

36. The school enjoys good links with the local community and good relationships with partner institutions. These positive links and relationships make an effective contribution to pupils' learning and have been sustained since the previous inspection. All pupils make a number of worthwhile visits into the local area to enhance curriculum work and good use is made of nearby tourist attractions, such as museums. A number of visitors contribute well in ensuring the pupils have a variety of learning experiences. For example, through the school's membership of the Weston Education Achievement Zone, artists in residence help

to further the development of pupils' creative skills. There are good links with the local church. The vicar visits regularly to take assemblies and the church is used as a resource in religious education lessons.

37. Good links have been established with the local playgroup that facilitate the settling in arrangements for the children aged under five. There are good pastoral and curricular links with the main receiving secondary school which help to ensure effective induction arrangements for pupils and an efficient transfer of records and attainment data. The school maintains good links with other local schools to enrich curricular opportunities and enjoys taking part, for instance, in numerous sporting, musical and chess events.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school provides good educational and personal support and guidance for all its pupils, which enhances the quality of life in school and has a positive impact on standards. The school has successfully maintained the high standards of care and support since the last inspection.

39. All staff provide close caring support for pupils; they have a good knowledge of the pupils' individual needs. For example, pupils' journals are often used for discreet communication between teacher and pupil. The school gives good support to the large number of children who join mid-term and helps them to settle quickly. Classroom assistants provide good support for pupils with special educational needs. Good records of individual development are maintained, which contribute to the good progress these pupils make.

40. The children are given a caring introduction into school through the well-structured induction programme. Older pupils receive good support in a number of ways for their transfer to secondary school, for example, with the type and quantity of homework they are given, which increases progressively through school. The school has good relationships with external support agencies, and these contribute positively to the standards pupils achieve and to the pastoral provision of the school. For instance, the school nurse contributes regularly to the school's provision for health education.

41. Arrangements for child protection are good and staff are well aware of the procedures to be followed. Overall, the school has satisfactory arrangements for promoting the health and safety of pupils through safe working practices. During the inspection, a few minor health and safety concerns were brought to the attention of the school, such as the systematic recording of termly fire drills. These concerns are being addressed. The school is rightly concerned about potential health and safety risks arising from the bad state of external repair of parts of the building. Although work has been started since the last inspection, the project, which relies on external funding, has not been completed, despite strenuous efforts made by the school.

42. The procedures for recording and reporting attendance are satisfactory. Registers are completed carefully and monitored regularly by the educational welfare officer. Parents are aware that taking holidays in term time is discouraged. Measures to promote discipline and good behaviour are effective. Teachers make good use of praise and rewards to raise pupils' confidence and self-esteem and to encourage achievement and good behaviour. Assemblies, personal and social education lessons and circle time reinforce these positive messages. Pupils and parents do not consider bullying an issue in school. Pupils are happy to tell staff of any minor incident and are confident that the matter will be handled appropriately. The school has had no exclusions in the past twelve months, which reflects

the school's efforts to support pupils and resolve problems without resorting to this sanction.

43. The monitoring of pupils' academic performance and personal development is good. For example, there are termly assessments in English, mathematics and science which are recorded as a cumulative record to enable teachers to track the pupils' progress closely. Overall, these provide a secure picture to track the progress of individual pupils through the school and are about to be transferred to a computerised system to make them more easily accessible. Class teachers know their pupils well and monitor their personal development effectively through their own detailed knowledge. As a result, for example, some pupils benefit from regular counselling sessions with a trained teacher, which are having a beneficial effect on resolving problems, particularly behavioural.

44. Good procedures for assessment have been carefully planned and have improved significantly since the last inspection. A very good system of recording information and targets for pupils to inform parents' evenings has been set up. This keeps both parents and pupils informed of the gains that have been made in pupils' learning and personal development and what are the termly targets for each pupil. In Years 5 and 6, further shorter-term targets are very profitably established for each pupil, providing very good information to pupils about how they can improve. The school intends to extend this system to other classes.

45. A considerable bank of assessment information is collected systematically by the school, but this information is still not being used to the best advantage to inform teachers' planning, although there are some examples of good practice. For example, the requirements of special educational needs pupils are closely matched to their targets in their individual education plans and the information gained from the good records kept on these pupils is used well to inform teachers' planning. Although there has been some analysis of the results of statutory tests for Year 6 in mathematics, the information gained is not used profitably to inform the whole school planning. Nor is there any monitoring of the school's results of its assessments to identify the achievements of different groups by gender or ability. There is still room for improvement in the use of assessment information.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school maintains many good links with its parents and carers, helping them to contribute positively to pupils' learning and social development. The strengths identified in the previous report have been maintained. The parents as a whole are very satisfied with the provision the school makes for their children and what it achieves. More than 50 per cent of those who returned questionnaires strongly agree that their children like school and they are making good progress, the school promotes hard work and they appreciate the quality of teaching. In particular, parents find the school very approachable.

47. The main concerns expressed by parents were about homework arrangements, especially the amount given for younger children, and the information given to them on the progress their children are making. Both these concerns were not borne out by inspection evidence. Homework is judged to be a strength of the school. It is of value, appropriate to the pupils' needs and is progressive through the school. The type of homework set for older pupils, for example research projects, makes a significant contribution towards their preparation for secondary school. Parents receive good information about their children's progress. As well as information contained in the annual report, parents are also given

good information twice per year, following parent teacher consultation evenings, which confirms their children's progress both in learning and personal development. Short-term goals are identified and reviewed and parents are invited to agree on the support that they will give at home to help their children improve.

48. Overall, the quality of information provided for parents and carers is good. They are well informed about day to day events through, for instance, regular letters from the headteacher and informal face to face contact with staff. Of particular note is the fact that the headteacher goes out onto the playground to meet with parents at the beginning of every day, and this provides excellent opportunities for communication. The prospectus is attractive and provides useful information on all aspects of school life. However, the annual governors' report to parents has some minor omissions. Parents appreciate the information the school provides on how they can help with their children's learning at home, for example the detailed leaflets on literacy and numeracy. Some year groups provide broad details of work to be studied, but this practice is not consistent through school so as to be useful to all parents. The annual written reports for each child are good and mostly give a clear view of attainment and progress, particularly in English, mathematics and science.

49. Parents' and carers' involvement in the school is good. They are much encouraged and they feel welcome. They find it very easy to approach staff informally to discuss any questions or problems regarding their children. Several parents make an important contribution to standards through help with school activities, for example in lessons. In addition, the Friends of Locking School works hard in organising social and fundraising events, which raise significant funds to improve the educational opportunities of all pupils. Parents are actively encouraged to become involved in their children's learning at home, in line with the home-school agreement, and they generally respond well to this request. Parents of pre-school children are invited to borrow library books to share with them even before they start school. They are also very supportive of events involving their children, such as productions and special assemblies. Parents of pupils with special educational needs are involved well in their child's education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The overall leadership and management of the headteacher and key staff are satisfactory. The school has recently experienced a period of considerable disruption due to the closure of the neighbouring RAF base. Consequently, the number on roll has dropped by one third, resulting in a reduction in the teaching staff, reorganisation of classes into single age groups and the loss of many governors. Since the closure of the base, the school has continued to experience significant turbulence, with high numbers of pupils being admitted or leaving during this school year. One third of the pupils admitted since September have special educational needs. These factors have contributed to lower standards in some areas of the curriculum than might be expected and it has created challenges for the managers of the school, which they are successfully addressing.

51. The headteacher and senior staff share a commitment to raising standards and have successfully identified key areas for improvement. For example, they have obtained support from the local education authority to help them raise standards in mathematics. The deputy headteacher and the management team, who have a good understanding of the demands of their roles, support the headteacher. The headteacher has established a committed team, who work well together for the benefit of pupils and parents. Most teachers have responsibility for curricular management and they have a sound understanding of areas for development in their subjects. The co-ordinator for special

educational needs is very well qualified and experienced. She provides good leadership, both within her consultative role to staff and by her oversight to ensure that the requirements of the code of practice are met. Her teaching commitment provides valuable support for pupils who are experiencing behavioural problems.

52. The way in which the governing body fulfils its responsibilities is satisfactory. Turbulence has contributed to many changes in the governing body in recent years and many governors are recently appointed because several left on the closure of the RAF base. They are developing an understanding of their roles and show commitment to the school. However, there are currently no induction procedures to help them in their roles and consequently there are some weaknesses in the monitoring of the school's performance because some governors are unsure of their responsibilities. For example, they have not yet set performance targets for the headteacher. Although there have been many changes in the governing body since the previous inspection, they have ensured that most of the weaknesses identified then have been appropriately addressed and consequently there has been satisfactory improvement. Co-ordinators now have opportunities to monitor teaching and learning, good assessment procedures have been established, schemes of work are in place and there has been improvement in information technology, religious education and mathematics. There is still room for further improvement in the use of assessment and monitoring information. Standards in mathematics are steadily rising. The governors have a sound understanding of the strengths and weaknesses in the school because they are kept informed by the headteacher and curriculum co-ordinators who give presentations to help them. There is an appropriate range of committees who report efficiently to the full governing body. All governors share a determination to improve the quality of education provided by the school.

53. The monitoring and evaluation of the school's performance is unsatisfactory. Although a good start has been made, monitoring is insufficiently rigorous or well focused to be effective. For example, in science, monitoring has been too general to reveal the weaknesses in the scheme of work which contribute to lower standards than might be expected in Key Stage 2. Monitoring of school practice has not been specific enough to identify that the useful documentation for tracking pupils' progress through the year is not used consistently throughout the school. Literacy and numeracy have been monitored more rigorously and regularly by the headteacher and the co-ordinators and this is contributing to the satisfactory implementation, particularly in English in Key Stage 2. However, there is no formal procedure for recording the outcomes or for setting targets for improvement. This is unsatisfactory and as a result, monitoring is not as effective as it could be and there are some inconsistencies in classroom practice. Subject co-ordinators monitor half-termly plans and the management team periodically review the curriculum, but this monitoring is not systematic and there is no management overview of the whole curriculum to ensure coverage, nor systematic monitoring to ensure delivery. This is a weakness. The school has set targets to raise standards in English, mathematics and science, but these targets are not based on a thorough analysis of assessment data from national tests and consequently, although the school is making progress towards its targets, it is unlikely to meet them this year. The large numbers of pupils entering and leaving the school have caused difficulties in target setting, and although turbulence continues to make this difficult, there is room for improvement. The headteacher has introduced professional discussions with teachers to identify areas for development but these are not based on his observations of their teaching. Planning is regularly monitored by the headteacher and co-ordinators to ensure that pupils develop their skills systematically. This is successful for literacy and numeracy where national strategies underpin the curriculum, but less successful in science where there are weaknesses in the scheme of work.

54. The school makes good use of resources and funds made available to it. The school development plan is a sound, working document, which has been appropriately constructed to raise standards. Spending decisions focus on raising standards in literacy, numeracy and science, improving the buildings and developing the curriculum in line with national requirements. The turbulence factor has a significant impact on the management of the budget and the school is managing the reduction in its funding well. Prudent financial management in previous years has limited the effect of this reduction. For example, although the school has had to lose several teachers this year, it has retained sufficient staff to provide a teacher without a class responsibility. This gives good value for money because this teacher provides very good music teaching, which enables pupils to attain standards which are above those expected by the end of both key stages. This teacher also gives good quality support in literacy and numeracy for pupils in Key Stage 1 which has a positive impact on standards. He also provides specialist art teaching which has a significant impact on the ethos of the school and on the standards attained by the end of Key Stage 2.

55. Good information is provided regularly about the budget, and this keeps governors well informed. The school makes a major commitment from its budget to the provision of support staff. This impacts favourably on the attainment and progress of all pupils, but particularly affects those with special educational needs. Funds made available for pupils with special educational needs are used appropriately to enhance their provision. The school has successfully addressed the minor issues raised in the audit report. The administrative officer manages day-to-day accounts and office procedures to a high standard. The use of a computerised system for managing the school libraries represents good use of information technology.

56. There is a good number of suitably qualified teachers to meet the demands of the curriculum. A weakness in staffing is the lack of identified induction procedures for new staff. The level of educational support staff is well above the national average and is a strength. They are well trained and have good expertise, making a very positive contribution to the pupils' learning.

57. The spacious interior accommodation is well cared for and benefits from a good range of attractive displays, which stimulate and provide good support for learning. The bad state of external repair, which was identified in the last inspection, has still not been remedied, and much has further deteriorated in spite of strenuous efforts and representations by the school. Resources available to support learning are sufficient overall and there are strengths in the resources for information technology as the school has a good number of computers as well as a dedicated room with a suite of computers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards, the management team and the governing body should now address the following in their action plan: (These are indicated in the paragraphs numbered below.)

- (1) Raise standards in mathematics throughout the school by: *
 - improving the quality of teaching to that of the best, by raising teachers' expectations to ensure that they offer tasks which provide sufficient challenge for all pupils and particularly those of average attainment.(paragraphs 6, 22, 24, 81-86)

- (2) Raise standards in science in Key Stage 2 by:*
 - improving the quality of teaching to ensure that higher attaining pupils are offered tasks that are sufficiently challenging;
 - improving the scheme of work to ensure that pupils develop their skills steadily and systematically as they move through the school;
 - ensuring that sufficient time is allocated to the subject;(paragraphs 7, 11, 24, 26, 29, 30, 53, 87-91)

- (3) Improve the use of assessment information by:
 - analysing assessment data more rigorously to identify strengths and weaknesses in order to inform progress and the target setting process;
 - identifying strengths and weaknesses in different groups by gender and ability;(paragraphs 2, 45, 52, 53, 86, 123)

- (4) Improve monitoring procedures to identify inconsistencies in classroom practice by:
 - developing focused and rigorous monitoring procedures, which provide information for teachers and targets for improvement;
 - developing the role of the governing body in monitoring and evaluating the school's performance to include the analysis of data and target setting;
 - ensuring that the management team has an overview of the whole curriculum.(paragraphs 26, 30, 52, 53, 80, 91, 123)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. (These are indicated in the paragraphs numbered below.)

- Develop induction procedures for new staff and governors to ensure that all have a clear understanding of their roles and responsibilities.
(paragraphs 52 and 56)
- Continue to strive to improve the external condition of the building.*
(paragraphs 41 and 57)

* These areas have already been identified by the school as in need of improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.5	14	44	33.5	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	200
Number of full-time pupils eligible for free school meals	22
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	47
English as an additional language	No of pupils
Number of pupils with English as an additional language	3
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	139

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	99 [98]	19 [24]	16 [13]	35 [37]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13 [21]	16 [22]	17 [19]
	Girls	14 [11]	16 [12]	15 [8]
	Total	27 [32]	32 [34]	32 [27]
Percentage of pupils at NC level 2 or above	School	77 (86)	91 (92)	91 (73)
	National	82 (80)	83 (79)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14 [21]	14 [19]	16 [22]
	Girls	14 [11]	14 [10]	16 [11]
	Total	28 [32]	28 [29]	32 [33]
Percentage of pupils at NC level 2 or above	School	80 (86)	80 (78)	91 (89)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	99 [98]	27 [23]	27 [20]	54 [43]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18 [12]	15 [7]	22 [15]
	Girls	19 [13]	14 [11]	20 [14]
	Total	37 [25]	29 [18]	42 [29]
Percentage of pupils at NC level 4 or above	School	68 (58)	54 (42)	78 (67)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21 [11]	19 [14]	24 [15]
	Girls	19 [17]	18 [16]	20 [17]
	Total	40 [28]	37 [30]	44 [32]
Percentage of pupils at NC level 4 or above	School	74 (68)	69 (73)	81 (78)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	172
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	149

Financial information

Financial year	98/99
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	£
Total income	566334
Total expenditure	598120
Expenditure per pupil	1936
Balance brought forward from previous year	42521
Balance carried forward to next year	10735

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	110

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	34	9	1	1
My child is making good progress in school.	54	38	5	0	3
Behaviour in the school is good.	30	59	6	1	5
My child gets the right amount of work to do at home.	28	52	15	5	1
The teaching is good.	51	40	6	0	3
I am kept well informed about how my child is getting on.	39	43	18	3	0
I would feel comfortable about approaching the school with questions or a problem.	62	30	6	1	1
The school expects my child to work hard and achieve his or her best.	54	40	3	0	4
The school works closely with parents.	33	45	15	2	6
The school is well led and managed.	44	45	7	1	4
The school is helping my child become mature and responsible.	45	51	3	1	1
The school provides an interesting range of activities outside lessons.	20	39	13	5	25

Other issues raised by parents

Parents commented that the closure of the RAF base had a significant effect on the life and work of the school.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. Provision for children aged under five is good and it is a strength of the school. This is an improvement overall since the last inspection. Children enter the reception class in the September of the year in which they are five. Induction procedures are well established and informative and are appreciated by parents. At the time of the inspection there were five children under the age of five.

59. Attainment on entry is broadly in line with expectations at this age; although there is lower attainment on entry in language and literacy and a small number of children show low scores in social skills. This is a similar profile to baseline entry assessments in previous years, although baseline levels in mathematics are higher this year than in some years in the recent past. By the age for statutory schooling, children have made good progress overall and firmly consolidate and broaden their understanding. On entry to compulsory schooling at five the majority of children are achieving in line with expectations for their age in all areas of learning. However, the turbulence of the population leads to the admission of children during the reception year and this disruption to their education has an impact on the standards attained at five years old.

60. Children are eager to come to school. They play well together and respond willingly to instructions and questions. They are confident and friendly. Most children sustain concentration appropriate for their age. They make good use of the many opportunities to make independent choices about which activity they would like to experience and this is effective in developing their independence and initiative. Children co-operate and play happily together in role-play areas both inside and outside the classroom. They are trustworthy and polite. Behaviour is consistently good. Children are actively engaged, happy and lively and are managed effectively to make the most of their positive attitudes to learning. This impacts favourably on their learning and progress. They tidy up their activities at the end of sessions when requested. They take pride in what they achieve. The children organise their personal hygiene effectively and are learning to change into physical education kit, fasten their coats, hats and shoes to give them more personal independence. They take part in whole school assemblies confidently and play alongside older pupils in the playground. The majority of children are on course to meet the standard expected by the age of five.

61. The quality of teaching of personal and social skills is very good. All the staff consistently encourage the children to be independent and to take initiative. They are supportive and gentle but give a firm lead to show children right from wrong and what is acceptable behaviour. There are good opportunities planned for children to learn to concentrate and persevere with teacher-directed activity as well as the good opportunities presented through self-chosen tasks. These enhance children's emotional and social development well. There is a good range of resources for children to select their own activities in purposeful play. Resources are well cared for.

62. Children's attainment in language and literacy is below expectations on entry to school. The majority make good progress and are on course to meet the standard expected nationally for five-year-olds although there are a small number who have already met these

requirements and a slightly larger group who are working towards them. Children listen with enthusiasm and give appropriate responses to questions; for example, they demonstrate good understanding of rhyme and appreciate rhymes and meaning of language in stories and poetry. They enjoy drama and enthusiastically engage in role-play; for example in the story 'We're going on a bear hunt'. The children have a good repertoire of action songs and number rhymes. They speak fluently, offer ideas and opinions and talk about their preferences. They love books, use them carefully and are eager to talk about characters and their favourite stories. Children know that pictures can tell a story and words have meanings; many are showing confident early reading skills and recognise initial letters, words in context and know their names.

63. Children's learning is well supported by the consistently good teaching in language and literacy. Basic skills are taught knowledgeably and are further supported by the good home-school partnership. All children have regular opportunities to take their books home to share and read to their family and the majority do this regularly. As a result, children are making good progress in early reading skills. In class, the use of large picture books is successful and gives imaginative and sustained opportunities for language development. The teacher matches activities to the abilities of the children and they feel secure and happy to work and offer their thoughts and opinions. This is the case in all areas of their language experience. All the adults involved are consistent in their expectations of children's effort and behaviour. There are good opportunities to extend learning and improve children's attainment in speaking, listening and literacy through use of the spacious role-play areas - a shop and a park keeper's hut. Teacher and support staff's questioning and conversation is skilful and encourages children to think carefully and express their thoughts increasingly fluently both in conversation and by using their growing confidence as early writers. Many children are developing writing skills that are in line with expectations for their age and ability; the majority are confident to write their own writing or attempt to spell words from the walls or books. Some produce a sentence with some support for spelling. Many write and recognise their own name. This progress is good and by the time they are five the majority of the children know the names and sounds of many letters of the alphabet.

64. There are attractive and comfortable areas set aside to give opportunities for the children to browse through books or to listen to tapes of stories or rhymes to extend their language development. Role-play areas are equipped with dressing up clothes and artefacts to extend children's imaginative play, although these are showing signs of wear and tear and there is not sufficient storage for these areas to be fully effective or enticing to use. However, opportunities to use this good resource are frequent. Resources in the language and literacy element of the curriculum are good overall.

65. The majority of children under five make satisfactory progress in their skills, knowledge and understanding in mathematics and are well on course to meet requirements on entry to statutory schooling at five. They know the correct mathematical language to describe shape and position, size and quantity; they demonstrate a satisfactory level of understanding orally and in practical ways. They use specific subject vocabulary in mathematics well; for example in describing shapes such as circle, square and triangle and in describing position as in next to, behind or under. The language of mathematics is well augmented through play and through the good use of language by adults. Children are increasingly confident to use their new vocabulary. By the time they are five, the majority of children can count accurately matching one-to-one numbers to 10 and above. They match, sort, sequence and order accurately and many are beginning to produce repeated patterns in tasks with blocks or beads and in art.

66. The quality of teaching is never less than satisfactory and is often good. Numeracy lessons give opportunities for mental mathematics and a structured time where children learn to focus on a teacher led activity or to use practical resources specifically designed to promote mathematics skills. The pace of these lessons is generally good; children are engrossed in their activities and the impact of the teaching is good. In the infrequent lessons where whole class activities last too long, some children find it hard to concentrate so the impact of some of the teaching is lost. There is a good range of mathematical equipment of good quality. These are used regularly to enable children to reinforce their learning; for example in capacity and volume, through sand and water play, and to practise their counting; for example, in the shop.

67. Children are developing a good knowledge and understanding of the world through their topic work. In information technology many children control the mouse and press the space bar and directional arrows to operate a computer program with support and are benefiting from the small group work in the new computer suite. The majority of children talk about themselves, name their family members and some also say confidently where they live. They are beginning to have an understanding of the passing of time and begin to identify differences between then and now, when they were babies and what they can do at the age of four or five. The children are encouraged effectively by the consistently good teaching. The topic approach is well planned and helps to stimulate the children to learn more about the world through well-planned play experiences. These are successful in developing children's knowledge and understanding about the world, in particular the park keeper's hut in the quadrangle. The focus on growth and the planting of seeds enables the children, through their observations of the rate of growth of their cress, runner bean and tomato seeds and plants, to understand conditions needed for growing and to appreciate the wonders of the world. The majority are on course to meet the expected standards by entry to statutory schooling.

68. The children have good opportunities to use sand and water to develop science and mathematical concepts such as capacity and volume. The equipment available to teach these concepts is sufficient and stimulating. There is a good range of equipment to build small designs with construction kits. The school makes good use of the local environment and the school grounds to stimulate learning about the world and to extend specific language development.

69. Children's attainment in creative development is in line with expectations at this age and the vast majority are reaching the objectives for their age. Many children paint, cut, stick and fold paper and card with growing skill and dexterity. The quality of teaching is good and children are enabled to experience a good range of opportunities to develop creative ideas. This is successful in raising their awareness and developing creative skills, often with cross-curricular links; for example, with knowledge and understanding of the world, language and mathematics. They paint pictures of their favourite stories, join in with collaborative pictures, design and make get well cards and use mark making and malleable materials confidently. The children explore the properties of texture, shape and form using play dough and they develop their manual dexterity in shaping dough into attractive plaques which are then brightly painted. They are beginning to mix paints effectively. Displays of observational drawing skills show that children's development in drawing is good for their age. They enjoy music and sing a good repertoire of known songs with verve. There is a satisfactory range of creative materials readily available.

70. Children are attaining in line with expectations in physical development. Progress is good. Children move confidently and imaginatively and show this progress in their increasing control of movement, co-ordination and in their growing awareness of space.

They respond well to direction during sessions in the large hall, listening closely to their teacher. The children respond well to rhythm and are quick to respond to requests to make small, smooth, round shapes or wide stretched shapes. They respond joyfully to music and are beginning to put together a sequence of movements to form a dance, for example, in their enacting of 'We're going on a bear hunt.' They jump, hop, skip, move safely while running and use small apparatus safely in the playground. Children handle scissors, small construction and malleable materials with increasing control and accuracy and are enthusiastic in this area of experience. Teaching of the physical development element of the curriculum is good.

71. Provision for the under-fives is managed well. The Key Stage 1 co-ordinator has an overview of the under-fives curriculum and provision. She and the reception teacher are knowledgeable and organised and have been effective in developing provision in the school. Useful assessments reflect the attainment of the children accurately and are well used to match activities to children's needs. This includes appropriate activities and challenge for higher attaining children and for the move into the National Curriculum requirements. Accommodation is roomy and well planned to provide quiet and busy areas. The rooms are bright and attractive and enhanced by examples of children's work. Accommodation, learning resources and staff are deployed effectively and impact well on the enriching and positive environment for children's learning.

ENGLISH

72. Results of the statutory tests in 1999 show that standards are average by the end of both key stages. Inspection evidence broadly confirms this, although few pupils in Key Stage 1 attain higher levels in writing. Standards in English have been maintained since the last inspection. On entry to the school, standards are below average in language and literacy. Nonetheless, given the higher than average number of pupils with special educational needs in both Year 2 and Year 6 a significant number will only just reach the required level this year. However, inspection evidence indicates that standards are rising, especially in writing. A minority of pupils is in line to attain higher levels in writing in this year's national tests at the end of Key Stage 1. This is an improvement on last year's results when no pupils reached the higher level. Higher expectations in Key Stage 2 mean that a significant number of pupils are in line to attain well in writing by the age of eleven. The raising of standards in writing has been a priority in the school development plan. Reading has a high profile throughout the school. As a result, standards in reading are high for a significant number of pupils by the end of both key stages. Pupils with special educational needs make good progress throughout both key stages because work is well suited to their needs and they are well supported in class. Work is carefully planned to meet the needs of all pupils. This is an improvement since the last inspection. However, insufficient challenge and low expectations in a minority of lessons means that some pupils of average and above average ability do not always attain as well as they might. This is especially evident in Key Stage 1. A significant number of pupils both enter and leave the school throughout the school year. This adversely affects standards and the school is unlikely to meet its targets for improvement in this year's national tests. The literacy hour is becoming well established and this together with participation in the Additional Literacy Support programme is playing a significant part in raising standards.

73. Standards in speaking and listening are in line with national expectations by the end of both key stages. All pupils make satisfactory progress in developing these skills because they are given frequent opportunities to acquire and consolidate new vocabulary in a systematic way. For example, as a result of good questioning by the teacher, pupils in Year

2 gave several definitions of the word 'trunk'. Following an effective introduction to a lesson on play writing, Year 3 pupils made positive suggestions on how to create atmosphere by varying tone and expression. Teachers encourage pupils to share their ideas in a variety of ways both in whole class and small group sessions. This proved very effective in a Year 4 lesson on Haiku poems when, after paired discussion, pupils successfully adapted the style of a poem they had written. However, opportunities are sometimes missed for pupils to speak to different audiences, such as in whole school assemblies or to class groups other than their own.

74. Pupils of all abilities make good progress in reading throughout the school because teachers place high value on reading in the curriculum. Big book shared reading sessions are well introduced, teachers are good role models and give pupils plenty of encouragement to participate. In Key Stage 1, pupils read simple text accurately and confidently, they know how to blend letters together to build words and lower attaining pupils know and use initial sounds and their names. In an excellent lesson in Year 2 on tongue twisters, the supporting teacher challenged and inspired pupils to read poetry with expression, while at the same time ensuring that pupils were clear about the difference between vowels and consonants. Higher attaining pupils use dictionaries and thesauruses and know that words are arranged in alphabetical order. In a minority of lessons, too many word patterns are introduced at once, leading to some confusion among pupils. In Key Stage 2, pupils read a range of both fiction and non-fiction texts accurately and fluently and thoroughly enjoy talking about what they have read. Good use is made of the library and pupils are able to locate information and use reference books successfully. A good example was seen where older pupils researched information for their topic work in art, geography and history. Well-focused literacy lessons with a lively content and skilful questioning generate a positive attitude to reading. The second in a series of lessons on Haiku poetry in Year 4 generated enthusiasm and moved pupils' understanding of poetry forward quite considerably.

75. Pupils make satisfactory and sometimes good progress in writing throughout Key Stage 1 so that by the age of seven attainment is in line with that nationally. Spelling and grammar are taught well across all subjects of the curriculum in the school and this contributes to the standards attained in English. As a result of a very good lesson in Year 1 on phonemes, higher attaining pupils were able to spell words such as 'shampoo' and 'afternoon' accurately. In an excellent lesson, pupils in Year 2 very quickly learned the difference between nouns, adjectives and verbs, because the teacher made learning fun and presented tasks in an innovative manner. Most Year 1 pupils write simple sentences and can tell the teacher where to use capital letters and full stops. Lower attaining pupils make a good attempt at writing their own 'news' and include isolated words. By the age of seven, pupils are beginning to incorporate speech marks and occasionally commas in their independent writing and higher attaining pupils use apt and interesting starts such as 'Suddenly' and 'For a second' in their story writing. Attainment in spelling is above average. Pupils are encouraged to use writing in lessons other than English, such as compiling plans in design and technology and accounts in history; however their range of writing is limited and most independent writing is based on news or the retelling of known stories. Insufficient encouragement is given to the inclusion of more apt and interesting vocabulary to enrich pupils' work. Writing for different purposes is more extensive in Key Stage 2 and includes poetry, newspaper reports, and leaflets such as the one encouraging parents to bring their children to Locking school. As a result of good questioning, a Year 3 class evaluated play scripts, then set the scene by writing imaginative introductions. Adventurous use of language enabled older pupils to produce lively imaginative work that captured the reader's attention, and use of words such as 'haunting' and 'mystical' set the scene for their poetry and prose. Journals are used widely across the school. Pupils in Year 1 write

about daily events in their own lives and by Year 6 pupils are writing personal, school and world news. However, there is no handwriting policy that tells teachers what to teach and how and when to teach it. As a result, the quality of handwriting and presentation of work varies from class to class. Although some neat, well-presented work was seen in some classes, this is not always the norm. This adversely affects standards and progress in this area. Pupils' written work is marked regularly and often contains useful advice for improvement, although this is not always followed up.

76. Most pupils display positive attitudes to learning because teachers plan work carefully and tasks are usually interesting and varied. Most teachers control and manage pupils well, enabling them to work without disruption. An exception occurs in some lessons in Year 3 where the higher than average number of pupils with behavioural difficulties are not always managed effectively. Pupils are encouraged to take responsibility, for example, in the library, where they use technology competently to record the books they have borrowed. Pupils work well together in class and group sessions and show respect for others' views and opinions, because teachers are good role models and appreciate pupils' efforts. The contribution to pupils' spiritual, moral, social and cultural development is good. Teachers read stories and poetry expressively and sensitively which captures pupils' imagination from the start. Pupils are encouraged to explore the feelings and emotions of characters in their stories and there are many well-taken opportunities for pupils to work co-operatively and harmoniously. Pupils are introduced to stories and poetry from other cultures as well as their own.

77. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. One unsatisfactory lesson was seen in each key stage. Where expectations are high, the pace of learning is good. Nevertheless, some lessons lack challenge and in these lessons tasks sometimes lack real interest with the result that pupils do not always achieve as well as they might. The teaching of writing skills in Key Stage 2 is good and contributes positively to the standards attained in English. However, a significant number of pupils join the school during Key Stage 2 and many of these have special educational needs. This adversely affects the standards attained because many pupils have experienced disruptions to their schooling. Subject knowledge is secure which enables teachers to introduce and consolidate new knowledge and understanding effectively. Basic skills such as spelling, punctuation and grammar are taught well which enables pupils to make good gains in their learning in these areas. Resources such as big books are used well and most classrooms are enhanced by the use of key words and captions to support pupils' learning. Computers are used appropriately for word processing. Support assistants are well informed and knowledgeable. The support they give to pupils with special educational needs plays a major role in the good progress that these pupils make.

78. Procedures for assessment are good. Year group teachers have carefully compiled a useful portfolio of levelled pieces of work to ensure consistency of judgements and broad targets are set each term which are discussed with parents and pupils. The setting of shorter term targets, such as in home-school reading booklets, and the day to day monitoring of pupils' reading is less successful. Although some good examples were seen in Key Stage 1, inconsistency in Key Stage 2 results in a minority of pupils being given reading books which are too difficult for them. Results of spelling and reading tests are recorded on class profiles, which gives teachers a good indication of how well pupils are progressing. This is less well developed in Key Stage 1.

79. Literacy is used effectively in all areas of the curriculum, a very good example occurring in a religious education lesson where pupils wrote their own poetry in the style of psalms they had been studying. All pupils have full access to the curriculum, and there is no

evidence to suggest that boys attain less well than girls. Visiting poets and authors have made valuable contributions to learning with the result that pupils have produced award-winning poetry.

80. The co-ordinator monitors plans and gives staff advice and guidance and, together with the literacy governor and the headteacher, has monitored teaching and learning in the classroom. Although teachers receive valuable feedback there has been insufficient direct focus on specific areas such as expectations, and control and management of pupils.

MATHEMATICS

81. Standards in mathematics are below national expectations by the end of both key stages. These judgements are based on work seen during the inspection and are different from the results of the national tests in 1999. Results of these tests showed that pupils reached average standards by the end of Key Stage 1 and well below average standards by the end of Key Stage 2. Results of baseline assessment on entry to the reception class indicate that the intake is mainly average. However, there are significant variations in cohorts and the pupils who are now in Year 2 overall had a below average score in the baseline assessment in mathematics. The mobility of the pupils continues to represent a difficult task for teachers and generally they are more successful in raising standards in English than in mathematics. This is because, historically teachers were more confident in teaching the former. The school is addressing teachers' subject knowledge through in-service training, resulting in confidence. This strategy is, to a large extent, successful and the rate of learning is satisfactory overall. The improved teaching has still not impacted sufficiently on the current Year 2 or Year 6 classes, where there are high numbers of pupils with special educational needs. Indications from inspection evidence show that pupils are reaching national expectations in all other classes. Standards have been rising in mathematics since 1998, after a sharp decline in 1996.

82. The National Numeracy Strategy is well established in the school, and this has made a significant contribution to teacher confidence and the pupils' rate of learning. Evidence from the inspection indicates that overall pupils' gains in their knowledge and understanding of mathematics are now satisfactory throughout the school and in some classes, where the teacher knowledge is strong, in Years 4 and 5 for example, the rate of learning is good. Teaching is satisfactory throughout the school with strengths in Year 4 and Year 5. The strong teaching is based on good knowledge of the subject to plan challenging tasks for all levels of ability. Lessons are taught at a brisk pace with good on-going teacher assessment as the teacher checks pupils' understanding in both mental mathematics and group tasks. This information is used profitably to ensure that tasks are suitably challenging and that all make good progress. Weakness in the teaching is mainly concerned with occasional lack of pace during the lesson, but more often, a lack of challenge in both content and expectations of amount of work achieved in a group task. The needs of the lower ability pupils, including those with special educational needs, are met well throughout the school. It is mainly the pupils in the middle ability groups who are not challenged sufficiently and consequently, these pupils do not always achieve as they should. This was evident in a Year 2 lesson when pupils used dominoes to write a two-digit number to which they added ten and then subtracted ten. They found this easy and achieved the work set quickly. On a small number of occasions, this applies to higher ability pupils also. An example of this was in a Year 1 lesson, where pupils ordered two numbers into smaller and larger sets and wrote in their own number, which was between these two; a task again which they achieved too easily. Mathematics is used well by teachers in other areas of the curriculum. Science is

a good example of this where block graphs are often used to record results.

83. Standards of attainment in numeracy are improving, as this is a strong focus of almost all work. Lessons start with mental work and pupils are questioned well. In a Year 4 lesson for example, a wide range of activities demanded quick recall of the addition of two digit numbers, the identification of addition pairs of numbers to 100, working in multiples of fifty and also inverse operations. The high demands of the teacher were met enthusiastically by the pupils and, as a result, they made good gains in their learning. By the end of Key Stage 1, pupils understand the vocabulary of comparing and ordering numbers and most are able to use numbers up to 100 with increasing confidence. By the end of Key Stage 2, pupils are mostly confident in mental and written computations with the four operations, but too great a number are still working with simple numbers in their work. They are not sufficiently confident in finding different ways to complete work such as the long multiplication problems seen during the inspection. The National Numeracy Strategy is impacting positively, resulting in rising standards.

84. The overall attainment in other areas of mathematics is in line with national expectations. Pupils in Year 5 for example, have appropriate knowledge of two-dimensional shapes variously orientated on grids. In Year 6, pupils use their knowledge of decimals to work out multiplication problems, including the use of weight. Regular attention is given to data handling and investigations, such as number puzzles, undertaken in Year 6. Evidence of graphical work is satisfactory throughout the school. Pupils use their numeracy skills appropriately across other areas of the curriculum. For example, pupils create graphs in science to record their findings, use their measuring skills in design and technology when building castles and use spreadsheets in information technology to measure area.

85. In almost all lessons, the pupils have good attitudes to their work and this contributes successfully to their overall learning. They are interested in their work and most explain their thinking clearly. Where the expectations of the teachers are high, in Years 4 and 5 for example, pupils respond to this enthusiastically. Where pupils are not challenged sufficiently, they become passive and disinterested. This is more apparent in aspects of lessons in Key Stage 1 than in Key Stage 2.

86. The co-ordinator provides good leadership in mathematics, having made frequent reviews of the policy and involved the school in intensive support for the introduction of the numeracy strategy. This has been implemented successfully through a well-managed programme of monitoring and review. A good system of regular assessments and pupil tracking has been established, but this information is still not being used to its best advantage to inform teachers' planning. Although the co-ordinator analysed previous statutory test papers for example, this information was rather late and not used to advantage in the school management plan to inform teachers' planning.

SCIENCE

87. Standards in science are in line with national expectations by the end of Key Stage 1 and below national expectations by the end of Key Stage 2. These judgements are broadly

supported by the results of national tests and teacher assessments for 1999. However, there is evidence of improvement in Key Stage 2, where the attainment of pupils in Years 3, 4 and 5 is on course to meet national standards by the time they are eleven years old. Almost one third of the pupils in the current Year 6 have special educational needs and this contributes to below average standards at the time of the inspection. When children start school their attainment is mostly average and pupils in Key Stage 1 achieve as they should. However, by the end of Key Stage 2, a significant number of pupils have left the school and others have been admitted and this disruption to their schooling contributes to underachievement by the end of Key Stage 2 in the current Year 6. Another reason why standards are not as high as they could be by the end of Key Stage 2 is because of weaknesses in the scheme of work which allows the same skills and content to be taught in different year groups at too similar a level of challenge. This means that pupils, particularly higher attainers, consolidate what they already know rather than learn new skills. The scheme of work also provides insufficient coverage of materials and their properties for pupils in Year 6, resulting in gaps in their learning. Pupils in Key Stage 2 spend less time on science lessons than in many schools.

88. Teaching is mainly satisfactory in Key Stage 1 and pupils make appropriate gains in their learning. They enjoy science and show enthusiasm for their work because tasks are interesting. For example, pupils in Year 1 worked well together as a group when investigating how to move a heavy basket without using their hands or feet. Supported by a parent, who had been given clear instructions, they achieved the task by experimenting to find the most effective method. In a Year 2 lesson, the teacher worked with higher attaining pupils to help them find out which materials would conduct electricity. These pupils made good progress because the teacher encouraged them to use correct terms and used questions effectively to extend their knowledge. In the same lesson, pupils with special educational needs made good progress in learning which items in the home use electricity while working with a classroom assistant in a small group. However, some average attaining pupils spent time drawing a poster to show the dangers of electricity and this activity occupied them rather than developing their scientific skills. There are a high number of pupils with special educational needs in Year 2 and many attain the standard expected because of the good provision made for them.

89. During the inspection, the quality of teaching in Key Stage 2 ranged between satisfactory and very good. It is satisfactory overall because, despite the weaknesses in the scheme of work, younger pupils in this key stage are on course to meet the expected standard by the end of the key stage. Where teaching is very good, for example in Year 5, the teacher has a very good knowledge of the subject and adapts the scheme of work to ensure that activities provide sufficient challenge for all. Very high expectations and a brisk pace enable pupils to complete a good amount of work in lessons. Most pupils in Year 5, for example, use scientific vocabulary such as 'chloroplast' and 'stomata' and show a good understanding of photosynthesis through their examination of a wide range of leaves. Where teaching is satisfactory, for example, in a Year 6 lesson, pupils developed their understanding of photosynthesis because the teacher posed challenging questions such as 'What can plants do that humans can't?' Higher attaining pupils made effective use of their literacy skills to research photosynthesis. However, in this lesson the use of unchallenging worksheets for pupils of average and below average ability gave little opportunity for them to develop their own recording skills and this was a missed opportunity. Where teachers follow the scheme of work closely this leads to a lack of challenge, particularly for higher attaining pupils. Examination of samples of work shows, for example, that pupils in Years 4, 5 and 6 learn about photosynthesis, electrical circuits and nutrition at too similar a level to challenge higher attaining pupils. This leads to consolidation of skills rather than gaining new knowledge. Pupils in Year 3 consolidate what they have learned in Year 2. Another

facet which leads to some lack of challenge for higher attaining pupils is that they are often offered the same tasks as average attainers, but are expected to complete more of it, rather than being set a specific challenge. The lack of challenge for higher attaining pupils results in too small a number of pupils reaching levels higher than the national average in national tests.

90. Appropriate emphasis is placed on investigative activities. For example, in Key Stage 1, pupils predict and test materials to find which is most suitable for a window. In Year 3, pupils conduct fair tests on materials for absorbency and in Year 5, pupils investigate conditions needed for seeds to grow. They use their numeracy skills to create graphs to record differences in heart rates after exercise and use their literacy skills to record their findings about muscles.

91. Standards by the end of Key Stage 1 have been broadly maintained since the previous inspection but those by the end of Key Stage 2 have slipped back. However, the mobility of the population, which leads to many pupils entering the school during Key Stage 2 in particular, together with the high number of pupils with special educational needs have a considerable impact on the standards at the end of Key Stage 2. There are also significant variations in the ability of different cohorts. The school has been concentrating on English and mathematics during the last two years, but science is suitably identified as a priority on the school development plan for next year. The school has already identified the need to review the scheme of work and to raise the profile of the subject. The new co-ordinator knows what needs to be done to raise standards but has not yet had time to observe teaching. Monitoring of the subject has been insufficiently rigorous to identify the duplication and uneven coverage of the programmes of study.

ART

92. The standards pupils attain meet those expected for seven-year-olds and exceed those expected for eleven-year-olds. Pupils make satisfactory progress throughout the school overall, although pupils in Key Stage 2 make particularly good gains in their learning, in observational drawing. Good cross-curricular links are made with science, design and technology, history and literacy. Observational sketches and studies of plants are particularly effective in Key Stage 2, as is the appreciation of artists' and a sculptor's work. Standards have been maintained since the last inspection by the end of Key Stage 1 but have been raised overall by the end of Key Stage 2.

93. Pupils use a variety of materials with improving confidence. Overall, teachers have sound subject knowledge in Key Stage 1. This is well supported by the good scheme of work that ensures logical skills' development over time and supports non-specialist teachers effectively. They are well supported in reception and Key Stage 1 classes by the skilful classroom assistants. Teachers and support staff convey their enthusiasm to the pupils and behaviour is good. Pupils take care to finish and present work well. In Key Stage 1, pupils use paper, card, paint and mark-making resources to produce a satisfactory variety of techniques. Drawing skills develop appropriately and pupils are increasingly accurate in their drawings, for example, in the good level of detail in the drawings of bicycles in Year 2. Pupils enjoy opportunities in Years 1 and 2 to contribute to large collaborative pictures, for example 'The three little pigs' and 'The little mermaid.' Opportunities to produce their own paintings give the pupils scope for imaginative and realistic paintings; for example of sea and landscapes, and they show satisfactory development of brush control, line, texture and tone. Where there are opportunities to make pictures for a purpose, for example Mothers' Day cards, pupils work carefully and use

materials appropriately. Progress is satisfactory and there is sound development of skills and techniques in Key Stage 1 facilitated by sound teaching. In both key stages, pupils with special educational needs have full access to the art curriculum and make progress in line with their peers.

94. The standard of work in Key Stage 2 is enhanced by the knowledge and teaching of the specialist teacher and this is well supported by the art sustained across the curriculum. The range of stimulating sources is very good. Pupils have access to a well-balanced programme covering all broad elements of the art curriculum over time, although there is insufficient work in textiles and in clay techniques. Teaching is knowledgeable and very well informed by the specialist teacher, who teaches all classes in the key stage, in addition to the art related to topic work, taught by class teachers. Enthusiasm for the subject is well expressed and through the consistently good teaching, pupils are enabled to reflect and develop skills and techniques in an atmosphere of controlled excitement in the art room. This has a very positive effect on their efforts, their awareness and progress. The language of art is well modelled by the teachers and is beginning to be used by pupils, particularly in Key Stage 2. Pupils know, for example, 'hue', 'tone', 'shade', 'texture', 'sketch' and 'study' and are able to use them in correct context. Pupils do their best and pupils and teachers evaluate their work. These evaluations inform future work effectively and pupils respond positively to the opportunities to talk about their work and to improve it.

95. The consistently good teaching enables pupils to develop a good range of skills and techniques. Positive, well-informed and planned lessons have a significant effect on pupils' attitudes to learning in art. They respond well to the range of activities, for example, the work in the style of Picasso in Years 3 and 4 and William Morris in Year 5; observational drawings of plants and natural objects throughout the key stage; pop-up paper sculpture and the monochrome symmetry work in Year 5. Clay working skills are satisfactorily developed and pupils have produced some attractive clay heads by adapting thumb pots. Skilful teaching and demonstration of techniques enables pupils in Year 5 to produce some finely observed flower and leaf studies in clay. Development of the use of pastels extends drawings and graphic skills and techniques, as do designs for posters by pupils in Year 6. Very good cross-curricular links are made, for example, in science and design and technology, where pupils make detailed and increasingly accurate drawings. Pupils have deepened their knowledge in history for example, by illustrating chosen events on the millennium timeline in watercolour or graphics and have made masks and head dresses in ancient Egyptian style. In English, pupils illustrate their sea poems with effective wax resist technique pictures and design their own book covers making clear reference to the features of the chosen texts. 3D sculpture is well developed. Knowledge, appreciation and understanding of artists' work are particularly well developed through the pupils' research projects investigating the lives and work of chosen artists. In later Key Stage 2 these are well produced and thoughtful projects which have enhanced pupils' research skills and also informed them well about their chosen artist. The process of design and making has been carefully developed through the study of paper and card characteristics, through design, modelling and finally to the large hanging sculptures on display in the school hall. These are spectacular end products of which the pupils are rightly proud.

96. Resources are suitable, well stored and accessible. The co-ordinator is knowledgeable and most enthusiastic. He has clearly expressed development plans for the subject in the areas of textiles and clay techniques and has made good links with local artists and neighbouring schools to enhance and develop skills and resources. He is successful in sustaining the school's commitment to art.

DESIGN AND TECHNOLOGY

97. During the inspection week few design and technology lessons were observed. Judgements, therefore, are largely based on the evidence of pupils' work on display and through discussions with pupils and teachers. The standards pupils attain by the end of both key stages are in line with those expected for pupils of their age. They make sound progress throughout the school. This is similar to the findings of the last inspection.

98. Older pupils in the reception year make satisfactory progress. They use satisfactory informal design skills with a reasonable appreciation of the effects of colour, shape and texture. In Year 1, pupils join paper in a good variety of ways, using, for example, glue, paper fasteners and tape. They use these skills effectively when making sturdy and attractively decorated musical instruments. In Year 2, pupils use their knowledge of materials and cutting and joining skills well to design and build houses, castles and forms of dwellings with a wide range of roof styles. While all pupils have the opportunity to experience food technology, for example making pancakes, this is not fully developed. In Key Stage 2, skills are further developed and there are effective outcomes of design and making tasks in each year group. These include, designing pyramids in Years 3 and 4, papier-mache insects in Year 5 and carnival floats in Year 6. The quality of teaching is satisfactory overall. Teaching is knowledgeable and well informed and enables pupils to make appropriate gains in their learning. The design process, which is integral to the subject, is well developed through Key Stage 2 and pupils routinely make design drawings and resource lists, drawing on previous learning and knowledge of materials and their properties and evaluations of their success or pointers for improvements. The skills involved in this process show clear development over the key stage. By Year 6, evaluations are measured and thoughtful. Pupils with special educational needs enjoy full access to the curriculum and their progress is good.

99. Planning systems are detailed and well developed by the knowledgeable and experienced co-ordinator. She has developed the school's scheme of work well to include specific identification of the knowledge, skills and understanding to be learned at each stage of a pupil's development. An effective subject overview highlights design and technology within the school's two-year topic cycle and useful and informative skills development analysis relates to pupils' long term skills development. Teachers plan their work in consecutive year groups; this ensures that over two year blocks, pupils share the same experiences. Activities are planned at levels that match each age group's abilities and a good balance is struck over time to ensure the full delivery of the requirements of the National Curriculum. Planning identifies clearly the teaching focus and specifically what pupils are to learn. Assessments are usefully planned at the end of each unit of work and are also informed by the pupils' evaluations. These inform teachers' planning for the next design and technology unit. Pupils in Key Stage 2 experience food technology in classroom based activities, for example, designing Easter biscuits or healthy lunch packs. The co-ordinator monitors plans and outcomes to evaluate the quality of teaching and learning and she has a clear understanding of the subject.

GEOGRAPHY

100. Only one geography lesson was seen during the inspection week. Evidence is based upon discussions with pupils, teachers and the co-ordinator, as well as examination of

teachers' records, pupils' previous work and displays around the school. The standards achieved throughout the school are in line with what is expected for pupils of this age and have been maintained since the last inspection. In Key Stage 1, the rate of learning is satisfactory. In Year 1, pupils learn their address and gain knowledge and understanding through their studies of their local environment. For example, they draw maps and plans of their classroom and school. They look at a variety of maps and plans and by the end of Year 2 they have learned to identify the countries of the United Kingdom. They discuss the school environment and identify areas that need to be changed and give their reasons why.

101. By the end of Key Stage 2, pupils have also made satisfactory gains in their learning. They have gained wider knowledge of the world through their studies of countries and maps. They know, for example, the main oceans and continents and have a sound knowledge of a number of different mountains. They study different weather patterns and learn why earthquakes happen and volcanoes erupt. Teachers ensure that there is a good focus on the development of geographical vocabulary and that they use it correctly when exploring and describing locations.

102. A new geography co-ordinator has recently been appointed, who provides satisfactory leadership. A strength of identified areas for development is the search to make links with the literacy hour in finding relevant text that can be used to fit in with geographical studies.

HISTORY

103. Standards in history at the end of both key stages are in line with expectations and have been sustained since the last inspection. Pupils in Year 1 understand concepts such as 'now' and 'then', 'present' and 'past' and have learned to think about themselves and others in terms of time and ageing. Much sequencing work has taken place and they have a good early sense of chronology through their comparisons of themselves and their needs between babyhood and the age of four and five. By the end of Key Stage 1, more work has been carried out with regard to developing chronological understanding, factual knowledge has developed well and pupils are beginning to use and discuss historical information. They are starting to use basic historical evidence; for example, pupils in Year 2 make some thoughtful comparisons between bicycles of 100, 50 and 25 years ago and those of the present day. By the end of Key Stage 2, pupils express sound understanding of the past and are beginning to identify reasons for actions in history. For example, the role of Henry VIII and the reasons for the conflict between Elizabeth 1 and Mary Queen of Scots. In Years 5 and 6 these skills of research and comparison have developed well overall through historical investigation. There are good and very good examples in the pupils' independent research projects. Pupils in Year 6 are beginning to interrogate primary sources of information; for example, newspaper and census material, and make deductions from the information they glean. They use primary and secondary sources effectively and are beginning to exhibit the breadth of knowledge and make the quality of comparisons between societies that is expected at the end of Year 6. Standards in work scrutinised in pupils' books are satisfactory overall.

104. Pupils develop their skills appropriately and make good progress as they move through the school. They make satisfactory progress in using observation, discussion and practical skills to support their history work. They develop an increasingly sophisticated historical vocabulary and gradually make more detailed comparisons between past times and today. As they move through Key Stage 2, they develop good reference and research

skills and pupils are well challenged by the sustained opportunities to conduct independent research. Literacy skills are used effectively in history. Pupils with special educational needs are well supported in the subject and, through the use of knowledgeable support and teaching, are enabled to access information well.

105. Taking all aspects of teaching into account, the quality of teaching is satisfactory overall. However, during the inspection, teaching in history was consistently good and leads to good learning. In the few lessons observed, the teaching is characterised by challenging pace and the good use of story, artefacts and vivid imagery. Work is modified to match the needs of different groups and teachers use an effective mixture of whole-class and group discussion techniques. Effective teaching takes place in Key Stage 1, where artefacts and teachers' story telling skills are most effective in creating images of times past and to introduce new concepts. Pupils enjoy the stories, crafts and art connected with earlier times and become very involved in recreating, for example, models of houses. This enthusiasm is also apparent in Key Stage 2. Teachers share their interest, provide effective revision of what has been learned and set clear boundaries and targets for work and behaviour. In a good lesson for pupils in Year 5 and 6, the use of reference books and primary sources was effective in developing research skills. Information technology word processing skills and interrogation of CD-ROM sources are used effectively when writing in history and research. Teachers are confident in developing concepts such as chronology and the best way to discuss and handle artefacts and this also has a positive effect on pupils' response to history: it is good throughout the school. All pupils demonstrate imagination and an interest in other people at other times. They are keen to work, answer and read or talk to the whole class. Significant development takes place in speaking and listening skills and confidence within history.

106. History is soundly co-ordinated and opportunities are developing for staff to add to their skills. History is taught through half-termly topics. The scheme of work, using a published scheme as a basis, is effective in ensuring progression of skills through these topic units. This is an improvement since the last inspection. The plans are effectively monitored by the co-ordinator, although the monitoring of the teaching of the subject is not part of her management role. There is evident good practice in the school and this is effectively used for pupils in Year 5 and Year 6 who are taught together for some subjects including history. A wide range of visits including the residential visits to the Isle of Wight and Llandudno, takes place to museums, houses and churches and this is successful in enriching the curriculum and raising pupils' awareness of chronology and their place in the passing of time. The increased use of artefacts is an appropriate development identified by the co-ordinator.

INFORMATION TECHNOLOGY

107. Standards in information technology are in line with the national expectation by the end of both key stages. Pupils achieve as well as they should and this is an improvement since the previous inspection. One reason for this is because the school has improved its provision for the subject through the conversion of a kitchen into an information technology suite. This provides improved opportunities for the teaching of skills. The school has also addressed the weaknesses identified in the previous inspection. For example, a new policy has been written and the school is using national guidance alongside its own scheme of work. This ensures that pupils develop their skills steadily and systematically as they move through the school.

108. The school has maintained the emphasis it places on the use of information technology across the curriculum and this helps pupils develop their skills. For example, in Year 6, pupils use their word processing skills in science to write instructions for building a garden pond and to write poems about volcanoes, using a range of fonts and colours. They use spreadsheets to calculate the area and perimeter of different squares and to calculate the exchange rate of foreign currencies. Pupils in Year 5 choose different fonts and show their competent use of punctuation when they type evaluations of their art tasks. In Year 4, pupils demonstrate their data handling skills in science when they produce graphs of electrical items in the home and write accounts about their friends. Pupils in Year 3 develop their communication and information handling skills in history where they download information about Egypt from the Internet. In Year 2, pupils write accounts about houses showing their use of basic word processing functions and developing their literacy skills. In Year 1, pupils produce graphs to show where people live to support their mathematical skills and use a drawing package to produce pictures of beautiful places to support their work in religious education. A particularly strong feature is the use of information technology to support topic work in Key Stage 2. Older pupils produce well-researched books, of which they are justifiably proud, on subjects such as the Tudors, famous artists and places in the world. These books are of high quality and include many examples of word processing and suitable material selected from an encyclopaedia on a CD-ROM. The use of information technology across the curriculum has a positive effect on the standards attained.

109. There is insufficient evidence to make a judgement on the quality of teaching at either key stage because few lessons were seen during the inspection. However, pupils seen using computers during the inspection used them independently and with enjoyment. For example, pupils in Year 1 used the mouse confidently and showed interest in the different functions of the program. These pupils were able to make good gains in their learning because they were effectively supported in a small group by a talented classroom assistant in the computer suite. Discussions with pupils in Year 2 show that they know how to load, save and print their work, that they have experience of using data handling programs and that they can use a programmable toy to move along a route. In a lesson for pupils in Year 4, they showed interest in learning to input a series of instructions to send a 'turtle' around a route on the screen. They learned to do this because the teacher and classroom assistant used their good subject knowledge to ensure that pupils used the correct terms and understood what they had to do. This lesson took place in the computer suite so enabling the teacher to teach new skills to the whole class. Appropriate planning in a lesson for pupils in Year 3 ensured that they learned to use a programmable toy to follow complex instructions that they had devised in a previous lesson. Discussions with pupils in Year 6 show that they enjoy using computers and are competent in all strands of the curriculum.

110. The co-ordinator has successfully raised staff awareness in the use of information technology and this is evident in the examples of cross-curricular work in each class. He has introduced video conferencing between local schools and the school recently drew up a commentary about their school and presented it. Use of the computer suite is developing. However, pupils rarely use the suite in the mornings during literacy and numeracy hours and this is an area for development. Difficulties with the software on the networked system have led to problems with accessing the email facility, but many older pupils explained how they use it at home. Although the co-ordinator monitors planning, he has not had sufficient opportunities to provide support for classroom teaching.

MUSIC

111. Pupils in both key stages achieve standards higher than most pupils of seven and eleven years of age. This is an improvement since the last inspection. The singing skills of all pupils are of a high quality as are the performing skills of older pupils. The scheme of work covers all the elements of the National Curriculum. The very good and sometimes excellent teaching delivered by the co-ordinator across the school inspires pupils to give of their best, enabling them to make very good gains in their learning. Again this represents a considerable improvement since the last inspection. Pupils' performance is sometimes recorded, which gives the co-ordinator an overview of how well pupils are progressing. The school lost several of its instrumentalists following the closure of the local RAF base, which has resulted in a dramatic reduction in the number of parents paying for specialist teaching. Nevertheless, the co-ordinator is successfully improving standards even further in the school through inspired teaching and positive encouragement.

112. Pupils in Key Stage 1 sing tunefully and sweetly, often moving spontaneously and rhythmically in time to the music; they quickly adapt the style of their singing to suit the mood of the music. They select and play instruments to represent animal movements, and maintain a steady beat to accompany songs and movement. Pupils listen attentively and understand the need for silence in music. They know how to improve their performance in singing, because the teacher actively encourages good singing habits, such as correct breathing and posture. During a Key Stage 1 assembly on the weather, pupils listened carefully to the sound of a guiro to represent raindrops, and then performed a rain dance in time to well chosen music.

113. By the end of Key Stage 2, the quality of pupils' performance is high and sometimes very high. For example, an orchestra consisting of strings, brass, woodwind and percussion enhanced the quality of the assembly considerably by sensitively accompanying pupils' very good singing. Pupils have a good command of relevant vocabulary because the teacher carefully introduces and consolidates new words. During a good lesson on the use of symbols to communicate pitch and rhythm, Year 5 pupils soon developed an understanding of how to use a grid to accompany a song. The teacher's excellent techniques for teaching part singing enables pupils to sing rounds successfully, at the same time carefully maintaining their own part.

114. The contribution the subject makes to pupils' spiritual, moral, social and cultural development is very good. The abounding enthusiasm of the teacher conveys itself to the pupils who thoroughly enjoy demonstrating their talents. Behaviour is usually very good because the teacher makes learning fun. Pupils are taught to appreciate the sheer beauty of music through its sensitive use in lessons and it is very well used to set the scene for worship in assemblies. Pupils are given the opportunity to reflect on music from their own as well as other cultures, such as that of West Africa. Visiting teachers of brass, strings and keyboard contribute positively to pupils' learning and pupils are actively encouraged to participate in the North Somerset Saturday workshops. They join other schools to perform in massed choir events, and have performed in various cathedrals, including Chester and Salisbury, thereby further enhancing learning opportunities.

PHYSICAL EDUCATION

115. Overall, pupils are meeting the expectations for the end of key stage requirements, which is a finding similar to that of the previous inspection. There are strengths in the standards attained by pupils by the end of Key Stage 2 in swimming, as almost all attain

the end of key stage requirement to swim 25 metres by the end of Year 3. By the end of Year 6, most swim distances well in excess of this. This is because the school places high priority on the development of swimming to keep the pupils safe in their local environment and the provision they make is good.

116. In Key Stage 1 in gymnastic lessons, pupils are making satisfactory gains in their movement skills through a sound plan to the lessons, which includes the regular teaching and development of skills. There were some weaknesses in parts of the Year 2 lesson seen, in the amount of challenge provided in activities that were over directed by the teacher. This limited the gains made in their learning. Overall, the quality of teaching is satisfactory and leads to sound learning. Pupils show satisfactory attitudes to the subject and control a ball independently. They are well behaved and respond willingly to instructions, whilst at the same time having a good regard for safe practice.

117. In Key Stage 2, there were opportunities to observe games at Year 5 and a Year 6 dance lesson. Overall, from this limited evidence, the teaching is good. Knowledge of the subject is good and good teaching points are made at the start of each activity, based on this good subject knowledge. A good variety of tasks are planned. In the Year 5 games lesson, for example, pupils used various sizes of balls in small sided games, to develop their ball skills. Teachers use pupils to demonstrate skills and ideas to good advantage. The Year 6 dance lesson is a good example of this, where pupils were encouraged to discuss, evaluate and improve their own and each other's performances. In the lessons seen, the rate of learning is good, but from gains made through the key stage, learning is satisfactory.

118. The co-ordination of the subject is good. After a lapse in the school not having a co-ordinator for two years, the present post holder took on the responsibility two years ago. Resources have been audited and updated and a policy and scheme of work are agreed. Good links with Top Sport have been made, which enhance teachers subject knowledge and provide extra resources.

RELIGIOUS EDUCATION

119. Standards by the end of both key stages are in line with those of the locally agreed syllabus. This represents an improvement since the last inspection in Key Stage 2. Good work is being done in tailoring the recently updated agreed syllabus to meet the needs of the school. This is providing a clear sequence to learning and, together with the satisfactory quality of teaching throughout the school, is enabling pupils to make steady gains in their learning overall. Nevertheless, there is still a mismatch of task to the pupils' needs, especially for the higher attaining pupils, in a minority of lessons but this is not as prevalent as in the last inspection. Pupils with special educational needs achieve appropriately because they are well-supported in lessons. It was noted, however, that as teachers are becoming more familiar and secure with the changes to the religious education curriculum, progress is beginning to accelerate for the majority of pupils. Pupils receive religious education in lessons and assemblies as well as through circle time, when pupils are encouraged to share their own feelings and learn to accept and respect those of others.

120. Knowledge of Bible stories is increasing steadily for all pupils, including those in reception classes, because they are sensitively told and skilful questions extend pupils'

understanding further. An example of this was seen in a Year 2 class when, on hearing the story of Noah's Ark, a pupil commented that 'all the animals of the universe went in'. In learning to respect special things in the world pupils in Year 1 expressed amazement on seeing a wasps' nest, and then made 'Thank you' books about all the special things that make their own lives better. In understanding better the cause of Jesus' anger on seeing the temple used as a market, pupils compare this with their own 'special' place; for example, their bedroom.

121. In developing their understanding of and respect for other customs and beliefs, pupils in both key stages explore Judaism and Hinduism and then compare them to the Christian religion. For example, they identify similarities and differences between special books, such as the Bible and the Qu'ran, and are beginning to appreciate that all religions have rules for living. In exploring the qualities of a Christian, younger pupils in Key Stage 2 decided that honesty, kindness and respect are key features. Some excellent teaching in Year 5 inspired pupils to write sensitive, thought provoking poetry in the style of psalms.

122. Pupils' response to religious education is good because lessons are interesting and questions challenge pupils, and lesson intentions are delivered in a way that pupils can easily relate to, and are well linked to events within their own experience. Pupils behave well, share ideas sensibly and are attentive and respectful listeners. Relationships between each other and with their class teachers are good. An atmosphere conducive to learning is carefully set by sensitive questions and story telling in lessons and by the use of inspiring music and singing in assemblies. Pupils explore feelings of jealousy, anger and frustration in order to cope better with their own emotions. Following an inspiring assembly on saying 'Thank you', pupils empathised with the plight of those less fortunate than themselves, such as Kenyan children. The contribution to pupils' spiritual, moral, social and cultural development is therefore high.

123. Teaching is satisfactory throughout both key stages with occasional excellent and very good lessons seen. Characteristics of excellent and very good teaching seen included extremely skilful questions, requiring pupils to think very carefully and deeply, high expectations, and very well paced and meaningful tasks. Less successful teaching occurred in a minority of lessons where tasks lacked interest and challenge and where expectations were too low. Although the subject is carefully delivered in class lessons, follow up group activities often depend heavily on work sheets, which are not always well matched to pupils' abilities. The co-ordinator is knowledgeable and enthusiastic and monitors plans and gives useful advice and guidance. Her role in monitoring classroom teaching and learning is in need of further development, as are procedures for assessment and its use.

124. Good use is made of resources, including visits by members of the local clergy. Local places of worship are well used as a source of information as well as for services to which the public is invited. Information technology is sometimes used to enhance pupils' work. An example was seen when pupils chose to design a church when asked to create a picture of a 'beautiful place'. As the recently revised syllabus is further developed to meet the school's needs and as teachers become more familiar with the material, the school's potential for improvement is good.