

INSPECTION REPORT

**Acton Church of England (Controlled)
Primary School**

Nantwich

LEA area : Cheshire

Unique Reference Number : 111265

Headteacher : Mr D Wycherley

Reporting inspector : Mrs M Gough
22361

Dates of inspection : 29th November - 3rd December 1999

Under OFSTED contract number: 707070

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Infant and junior

Type of control : Voluntary controlled

Age range of pupils : 4-11

Gender of pupils : Mixed

School address :
Chester Road
Acton
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Cheshire
CW5 8LG

Telephone number : 01270 625172

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Appropriate authority :

The Governing Body

Name of Chair of Governors :

Mrs Joyce Percival

Date of previous inspection :

May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs M Gough (Registered Inspector)	Mathematics Science Art Geography Music Information technology	Attainment and progress Teaching Partnership with parents and the community Leadership and management
Mr S Hussain (Lay Inspector)		Equal opportunities Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Staffing, accommodation and learning resources
Mr D Hughes	English Design and technology History Physical education Religious education	The under-fives Special educational needs Curriculum and assessment Provision for pupils' spiritual, moral, social and cultural development Efficiency

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MAIN FINDINGS

What the school does well

- Pupils' attainment is above average at the end of both key stages in English, mathematics, science and religious education.
- Pupils in both key stages make good progress in most subjects.
- The provision for pupils who have special educational needs is very good and enables them to make good progress towards the targets in their individual education plans.
- Teaching is good overall.
- Pupils have very good attitudes to work. They are highly motivated, enthusiastic and have very good levels of concentration.
- Relationships amongst pupils and between teachers and pupils are excellent and create a happy working environment.
- Pupils' behaviour is excellent and has a very positive impact on their progress, and the quality of life in the school.
- The school's provision for pupils' spiritual, moral, social and cultural development is good overall.
- Pupils receive very good levels of support and guidance from their teachers and other adults in the school.
- The school has established a very good partnership with parents and the community which has a positive impact on pupils' learning.
- The school is very well led by the headteacher, who enjoys the support of a team of conscientious and hard-working staff, and an active Governing Body.
- The school manages its finances well and gives good value for money.

Where the school has weaknesses

- I. The school does not have a suitable curriculum for the under-fives.
- II. The school's accommodation is inadequate for the number of pupils on roll. The Year 1 pupils do not have a permanent base and this impacts on their learning. The use of the hall as a temporary classroom restricts its use for physical education, and poses a threat to pupils' health and safety because of the storage of equipment and furniture.

This is a very good school which has many strengths, and few weaknesses in any area of its work. The Governing Body's action plan will show how the weaknesses are to be addressed. This plan will be sent to all parents or guardians of pupils in the school.

How the school has improved since the last inspection

The school has responded very positively to the issues raised in the last inspection report, and the rate of improvement has been very good. Staff have worked hard to raise standards in information technology, and although there is still some work to be done, standards are now in line with the national expectation at the end of both key stages. Good quality schemes of work and policies are now in place for all subjects, and they are ensuring that pupils' previous learning is effectively built upon. The school has produced a comprehensive and good quality assessment policy, and has devised a good range of whole-school assessment systems and procedures. Teaching has improved significantly,

and is now a strength of the school. The many good features highlighted in the previous report are still evident, and in some cases they have been further developed and improved. The school's capacity for further improvement is very good.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	Key	
			well above average	A
			above average	B
			average	C
			below average	D
			well below average	E
English	A	A		
Mathematics	B	C		
Science	B	D		

On the basis of the 1999 end of KS2 National Curriculum test results, pupils' attainment is well above the national average in English, and above the national average in mathematics and science. When compared with similar schools, pupils' performance is well above average in English, average in mathematics and slightly below average in science. Over the last three years, the school's results have been similar from year to year. On the basis of the 1999 end of KS1 test results, pupils' attainment is average in writing and below average in reading and mathematics. When compared with the results of similar schools, pupils' performance is well below average in reading and mathematics and below average in writing. The 1999 results are not typical, and reflect the fact that one third of the group had special educational needs. The 1998 results, which showed pupils' attainment to be well above average in reading, writing and mathematics are more typical. The inspection findings indicate that attainment at the end of both key stages is above average in English, mathematics and science.

Standards in information technology are in line with national expectations at the end of both key stages. At the time of the last inspection, standards in information technology were below expectations, and although some work has still to be done, staff have worked hard to raise standards in information technology, and to improve resources for the subject. Pupils' attainment in religious education exceeds the requirements of the Local Agreed Syllabus at the end of both key stages.

In art, design and technology, geography, history, music and physical education, pupils in both key stages, and of all abilities, are making good progress. Pupils who have special educational needs make good progress towards the targets in their individual education plans.

By the age of five, pupils attain beyond the desirable learning outcomes in the language and literacy and mathematics areas of learning. They attain the desirable learning outcomes in the creative, physical, personal and social areas of learning, and they have a secure knowledge and understanding of the world in which they live. However, although they make satisfactory progress overall, there are weaknesses in the curriculum for the under-fives, and the pupils do not have sufficient free and structured play activities. This hampers their progress in some of the key areas of learning, and limits the opportunities for them to learn important concepts through first-hand practical experience.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Satisfactory	Good	Good
Science		Good	Good
Information technology		Satisfactory	Satisfactory
Religious education		Good	Good
Other subjects	Satisfactory	Good	Good

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

During the inspection, the teaching was very good or excellent in 25% of lessons seen, good in a further 58% of lessons seen, and satisfactory in the remainder. Very good teaching was seen in both KS1 and KS2, and across many subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Excellent. Pupils of all ages are very well behaved in class and around the school. They are very polite, helpful and friendly, and have high levels of self-discipline. Their excellent behaviour contributes significantly to the quality of life in the school.
Attendance	Very good. Attendance is well above the national average.
Ethos*	Excellent. Pupils are very highly motivated and have very positive attitudes to work. Relationships are excellent throughout the school. The school is committed to maintaining the high standards already achieved, and to ensuring that all pupils reach their full potential.
Leadership and management	Very good overall. The headteacher and Governing Body work closely together to provide a high quality education for all pupils. There is a very good team spirit amongst staff, who have a shared sense of purpose.
Curriculum	The curriculum for KS1 and KS2 pupils is good. The curriculum for the under-fives is unsatisfactory because it is not planned around the key areas of learning, and insufficient emphasis is placed on play as a vehicle for learning. The school provides an excellent range of after school activities for pupils of all ages.
Pupils with special educational needs	The provision for pupils who have special educational needs is very good and enables them to make good progress.
Spiritual, moral, social & cultural development	The school's provision for spiritual and cultural development is good overall. Provision for social and moral development is very good, and is significantly enhanced by the school's excellent personal and social development programme.
Staffing, resources and accommodation	There are enough appropriately qualified teachers and support staff for the number of pupils on roll. Resources are satisfactory overall although some are old and in need of upgrading and replacement. There are weaknesses in the accommodation. The school is overcrowded and this poses some health and safety problems and adversely affects pupils' learning.
Value for money	Good.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<p>III. Parents are encouraged to play an active part in the education of their children.</p> <p>IV. Parents feel that the headteacher and staff are welcoming and approachable.</p> <p>V. Parents receive good levels of information about the life and work of the school.</p> <p>VI. The school provides good levels of information about pupils' progress.</p> <p>VII. Parents are very pleased with the range of after school activities provided by the school.</p> <p>VIII. Most parents are pleased with the amount and frequency of homework.</p> <p>IX. The school has clearly stated aims and values which are effectively communicated to the pupils.</p> <p>X. Parents are very pleased with the standard of behaviour in the school.</p> <p>XI. Parents are very appreciative of the 'Parents' Forums' which are arranged by the school to ensure that parents are kept up to date with important national and local educational issues.</p>	<p>XII. Parents are unhappy about the current base for the Year 1 pupils.</p> <p>XIII. Parents would like more complete more complex homework tasks.</p>

The inspection findings reflect the parents' positive views of the school, and confirm that the accommodation is cramped in parts, and is having an adverse impact on the learning of Year 1 pupils. The school welcomes the parents' request for more information and advice about homework tasks.

KEY ISSUES FOR ACTION

The headteacher, staff and Governing Body should:-

- implement an appropriate curriculum for the under-fives which is based around the key areas of learning, and which includes opportunities for pupils to learn through free and structured play (paragraphs 9, 17, 25, 26, 75 - 88);
- provide better accommodation for the Year 1 pupils in order to make the hall more available for other classes, and to address the health and safety issues arising from the storage of equipment and furniture in the hall (paragraphs 22, 49, 58, 68, 96, 98, 109, 125, 150, 162, 169).

In addition to the key issues, the school should address the following minor issues, and should:-

- ensure that there is more direct teaching of information technology skills (paragraphs 19, 27, 120, 124,)
- give parents more information about the completion of their children's homework (paragraph 53)
- carry out more detailed analysis of end of key stage National Curriculum assessment results (paragraphs 33, 58, 118)

INTRODUCTION

Characteristics of the school

1. Acton Church of England Primary School is situated close to the Cheshire market town of Nantwich, and attracts pupils from the immediate vicinity, and from local villages. The number on roll is currently one hundred and forty three. Almost all of the pupils are of White ethnicity, and all come from homes where English is the main spoken language. Eighteen pupils are on the school's special educational needs register, and this figure represents 12% of the total school population and is below the national average. Two pupils have statements of special educational needs, and this amounts to 1.3% of the school population which is close to the national average. Eight pupils are known to be eligible for free school meals. This figure represents 6% of all pupils in the school and is well below the national average. Pupils are admitted to the reception class in the year in which their fifth birthday falls. At the time of the inspection, seventeen pupils were under the age of five. Pupils' attainment on entry to the school is above average.
2. The School Development Plan sets out clearly the school's main priorities for the immediate future. For the past few years, the school has been working hard to address the issues raised in the previous report, and to maintain and improve, where possible, the many good features identified. Information technology is a continued area of development for the school, and the Governing Body has plans to develop resources. The headteacher and staff have successfully maintained, and in some areas improved, standards at the end of both key stages in English, mathematics and science over the past three years, and are well placed to continue this trend. Targets for improvement are challenging but achievable and reflect the school's thoughtful and sensible approach to pacing change and development.

3. Key Indicators

Attainment at Key Stage 1 *(Figures in brackets refer to 1997/98 results)*

As there were fewer than five girls or boys in Y2, only total school results are published

Number of registered pupils in final year of Key Stage 1
for 1998/99:

Year	Boys	Girls	Total
98/99	8	2	10

National Curriculum Test/Task		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys			
	Girls			
	Total	7	7	8
Percentage at NC Level 2 or above	School	70 (100)	70 (89)	80 (100)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys			
	Girls			
	Total	7	7	7
Percentage at NC Level 2 or above	School	70 (100)	70 (100)	70 (100)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2 *(Figures in brackets refer to 1997/98 results)*

Number of registered pupils in final year of Key Stage 2
for 1998/99:

Year	Boys	Girls	Total
98/99	7	10	17

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	6	7
	Girls	11	8	10
	Total	16	14	17
Percentage at NC Level 4 or above	School	94 (71)	82 (76)	100 (82)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	6	7
	Girls	11	9	10
	Total	16	15	17
Percentage at NC	School	94 (76)	88 (71)	100 (76)

Level 4 or above	National	68 (65)	69 (65)	75 (71)
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Attendance

Percentage of half days (sessions) missed through absence for 1996/97			%
	Authorised	School	4.08
	Absence	National comparative	5.7
	Unauthorised	School	0.02
	Absence	National comparative	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during 1997			Number
	Fixed period		0
	Permanent		0

Quality of teaching

Percentage of teaching observed which is :			%
	Very good or better		25
	Good or better		83
	Satisfactory or better		100
	Less than satisfactory		0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. On the basis of the 1999 end of KS2 National Curriculum test results, pupils' attainment is well above the national average in English, and above the national average in mathematics and science. When compared with similar schools, pupils' performance is well above average in English, average in mathematics and slightly below average in science. Although all pupils attained at least Level 4, only a small number attained the higher Level 5. The inspection findings show that pupils' attainment in English, mathematics and science is above average at the end of KS2. Slight discrepancies between the inspection findings and the end of key stage test results reflect the difference in the range of ability of the various cohorts of pupils. Over the last three years, the school's results have been similar from year to year.
2. On the basis of the 1999 end of KS1 National Curriculum test results, pupils' attainment is average in writing and below average in reading and mathematics. The 1999 end of KS1 teacher assessments in science show that pupils' attainment is below average. When compared with the results of similar schools, pupils' performance is well below average in reading, mathematics and science, and below average in writing. The 1999 results are not typical, and reflect the fact that one third of the group had special educational needs. The 1998 results, which showed pupils' attainment to be well above average in reading, writing, mathematics and science are more typical. The inspection findings, based on the current group of Year 2 pupils, indicate that attainment at the end of KS1 is above average in English, mathematics and science.
3. Throughout the school, the vast majority of pupils have good numeracy and literacy skills which they use to good effect in their work across the curriculum. The school is successfully implementing the National Literacy Strategy and the National Numeracy Strategy, both of which are starting to have a positive impact on standards and progress in English and mathematics.
4. Standards in information technology are in line with national expectations at the end of both key stages. At the time of the last inspection, standards in information technology were below expectations, and although some work has still to be done, staff have worked hard to raise standards in information technology, and to improve resources for the subject. Pupils' attainment in religious education exceeds the requirements of the Local Agreed Syllabus at the end of both key stages.
5. Pupils of all levels of attainment in both key stages make good progress in English, mathematics, science, religious education, art, design and technology, geography, history, music and physical education as they move through the school, and satisfactory progress in information technology. Pupils who have special educational needs receive very good levels of support from classroom assistants and their teachers. This very good provision enables them to make good progress towards the targets in their individual education plans.
6. By the age of five, pupils attain beyond the desirable learning outcomes in the language and literacy and mathematics areas of learning. They attain the expected standard in the creative, physical, personal and social areas of learning, and they

have a secure knowledge and understanding of the world in which they live. However, although they make satisfactory progress overall, there are weaknesses in the curriculum for the under-fives, and the pupils do not have sufficient free and structured play activities. This hampers their progress in some of the key areas of learning, and limits the opportunities for them to learn important concepts through first-hand practical experience.

Attitudes, behaviour and personal development

7. Pupils' attitudes to learning are very good. They co-operate very well with teachers and show great interest and enthusiasm in their work. They apply themselves diligently to their tasks and show pride in the work they produce. Pupils are very keen to answer questions and participate fully in their lessons. Pupils listen very well and concentrate for sustained periods. The under-fives are developing very good and positive habits in their learning. They listen attentively to adults, share role-play areas and equipment sensibly and generally play and work very well together. Pupils' attitudes to learning across the school have improved significantly since the last inspection.
8. Pupils' behaviour is excellent, and this makes a considerable contribution to pupils' progress in lessons. The school is a very friendly and orderly community. Pupils behave exceptionally well in classrooms and in and around the school. The pupils are very polite, well mannered and show respect for staff and visiting adults. They respond very well to the high expectations of staff. Pupils are well aware of the system of sanctions and rewards and they believe them to be fair. The pupils are trustworthy and care for property. They respect their own property and that of others. They share equipment and resources sensibly. The school has not excluded any pupils in the three years preceding this inspection. Pupils' behaviour has improved from the very good standards found at the last inspection.
9. Relationships amongst pupils and between pupils and their teachers are outstanding. This strength of the school has been maintained since the last inspection. Pupils respect the feelings, values and opinions of others in lessons. They give spontaneous applause to the achievements of others in lessons and assemblies. Staff create a very pleasant and positive atmosphere in circle time, and this promotes positive relationships very well. The school actively encourages pupils to think of, and care for others. Pupils work collaboratively very well. They pool their ideas and help each other when they work in pairs and small groups in lessons such as science and art. Relationships between staff and pupils are also outstanding. There is mutual respect and pupils have confidence in staff to talk and confide in them about their worries and concerns.
10. Pupils' personal development is excellent. This is now a strength of the school, and an improvement since the last inspection. Pupils show very good levels of self-motivation in their work. There are many high quality opportunities for pupils to take responsibility. They respond very positively when they are given responsibilities and special tasks. They take pride in such work. A number of Year 6 pupils represent all pupils in monthly meetings of the School Council with the headteacher. These pupils take their role very seriously. For example, they draw up an agenda in consultation with all classes. There are many good examples of the School Council's effectiveness in suggesting improvements in the school. Circle time across the school allows pupils to contribute their ideas and views to their peers and adults. It successfully develops

pupils' ability to reason and explain. Younger pupils in particular are able to develop self-confidence effectively as they take part in many discussions. Pupils are confident in using computers and are developing useful research skills such as use of the internet. Pupils use their initiative very well in learning. For example, most pupils in Year 6, during a geography lesson, were able to devise many different ways of working to compare and contrast areas of land. Pupils produce a school magazine each term, and this allows them to share their views with the whole school community.

11. Pupils make a very good contribution to the community. For example, they take part in many church activities. They also raise very high sums of money each year for charities and good causes. Clearly, pupils care for their community and show concern for those less fortunate than themselves.

Attendance

12. Attendance is very good. The attendance rate is considerably above the national average for this type of school. Unauthorised absence is extremely rare and well below the national average. Authorised absence is below the national average. Attendance has improved from the good level found at the last inspection.

QUALITY OF EDUCATION PROVIDED

Teaching

13. During the inspection, teaching was very good or excellent in 25% of lessons seen, good in a further 58% of lessons, and satisfactory in the remainder. Teaching has improved since the last inspection when it was judged to be mostly satisfactory.
14. The teaching of the under-fives is satisfactory overall. The teacher has established an excellent relationship with the pupils. The under-fives are encouraged to develop independent learning skills, and to make choices and decisions about their work. Good use is made of questions in discussion sessions to check the pupils' understanding and to extend their learning, and the teacher effectively manages and controls the pupils. However, although some aspects of teaching are good, there are some shortcomings in planning, which arise because the curriculum for the under-fives is not planned around the six key areas of learning. Insufficient emphasis is placed on play as a vehicle for learning, and there are occasions when the pupils are asked to record their ideas on paper before they have enough first-hand practical experience of the concepts involved. For example, pupils complete writing tasks without having enough understanding of writing as a means of communication.
15. Teaching in KS1 and KS2 is good overall. Teachers have a good subject knowledge and have responded positively to recent changes to the curriculum. They are successfully implementing the National Literacy Strategy and the National Numeracy Strategy, and provide very good opportunities for pupils to use literacy and numeracy skills across the curriculum. The teaching of English, mathematics and science is consistently good in all classes and contributes to the above average standards achieved by pupils at the end of each key stage.
16. The teaching of information technology is satisfactory overall, and teachers

encourage pupils to make good use of information technology to support their learning across the curriculum. However, although this is effective in creating a meaningful context for pupils' learning, pupils do not have enough opportunities to systematically acquire and practise the necessary skills. The teaching of religious education is good. Teachers interpret the Local Agreed Syllabus well, and present activities in an interesting and stimulating manner.

17. The school has maintained a broad and well balanced curriculum, and art, design and technology, geography, history, music and physical education are taught regularly to all classes. Teaching in these subjects is good overall. There is some particularly effective specialist teaching in physical education, where the headteacher, who is also the co-ordinator, regularly shares the teaching commitment with classteachers. This specialist input has a positive impact on standards and ensures that the co-ordinator maintains a good overview of progress through the school.
18. The teaching of pupils who have special educational needs is good, and very good support by classroom assistants enables them to take part in many of the same activities as their classmates. Individual education plans are of very good quality and teachers use them well when planning activities. The school does not have any pupils for whom English is an additional language.
19. Until recently, Year 1 pupils were split into two mixed age classes, with some working alongside reception age pupils, and others working with Year 2 pupils. For the past term, the Year 1 pupils have been withdrawn from these classes for most lessons to work with a temporary teacher. This arrangement is having a very positive impact on their progress and attainment, and they are benefiting from the high levels of individual attention they receive. Reception and Year 2 pupils have also benefited from this arrangement, as when the Year 1 pupils are withdrawn, they are taught as single age groups by their classteachers. However, although the teaching of the Year 1 pupils is good, there are some problems associated with the accommodation which, despite the teacher's best efforts, are having an adverse impact on the quality of teaching. The Year 1 pupils do not have a permanent base, and work in the hall or the area outside the KS1 classrooms. The teacher has little area for displaying pupils' work, and when teaching in the hall, has to work very hard to overcome the noise distractions from adjacent classrooms and the kitchen. Practical work is very difficult to organise, and this limits the teaching strategies the teacher can use.
20. The teaching of personal and social education is a strength of the school, and has a very positive impact on pupils' personal and social development. Teachers follow a well considered programme of work that successfully builds upon pupils' earlier experiences, and covers a wide range of areas and issues. In addition, teachers work hard to ensure that pupils of all ages have many good opportunities to develop skills of independent learning and personal study, and Year 6 pupils are very well prepared for their transfer to secondary education.
21. Throughout the school, teachers make very good use of question and answer sessions at the start of lessons to explain clearly what the pupils are expected to do. They use open-ended questions effectively to stretch the highest attaining pupils, and to ensure that those pupils who have special educational needs are fully involved in all activities. Teachers have high, but realistic expectations of what the pupils can and should be able to achieve, and ensure that pupils achieve their full potential, irrespective of their ability. Planning is good. Teachers ensure that activities take good account of pupils' previous learning, and are appropriately challenging and stimulating. Good use is made of daily assessment to measure pupils' progress and

identify the next stage in their learning. Homework is used well in English, mathematics and science to support and extend pupils' learning, but is rarely used in subjects such as music, art, geography and history. The very good team work amongst teachers has a positive impact on the overall quality of teaching, as staff share ideas, and give advice to colleagues.

The curriculum and assessment

22. The school provides a broad and well balanced curriculum for pupils of all ages and levels of attainment. The quality of the curriculum for KS1 and KS2 pupils is good overall, but there are weaknesses in the curriculum for the under-fives. The school has responded very positively to recent curriculum changes, and despite the demands of the National Literacy Strategy and the National Numeracy Strategy, has successfully maintained the breadth of experiences it has traditionally offered. Great emphasis is placed on developing pupils' personal and social skills, and the programme provided by the school is excellent and has a very positive impact on pupils' progress and attainment in this area. The school ensures that pupils receive sex and drugs education in a manner suited to their age and maturity. One of the great strengths of the curriculum is the provision of after-school activities which is excellent.
23. The curriculum for the under-fives is unsatisfactory. Activities are not linked to the recommended six key areas of learning, and although pupils carry out a range of practical tasks during the course of the day, there are insufficient structured and free-play activities where pupils can learn through first hand experience, and make their own choices about aspects of their learning. The lack of an outside designated play area, and the limited space in the classroom constrain the play activities that can be provided, but nevertheless, more could be done. Although the under-fives make satisfactory and sometimes good progress, the lack of a suitable curriculum adversely affects their progress in the physical and creative areas of learning, and in their knowledge and understanding of the world.
24. The school places great emphasis on the development of pupils' literacy and numeracy skills, and has fully adopted and implemented the National Literacy Strategy and the National Numeracy Strategy. English and mathematics form a major part of the school's timetable as most pupils spend all morning working on these subjects. The time allocated to literacy and numeracy is well spent, and is having a positive impact on pupils' progress and attainment. A good amount of time is given to the teaching of science, and pupils receive a broad curriculum which places good emphasis on the elements of investigating and experimenting. The school has responded positively to the increased importance of information technology and religious education in the KS1 and KS2 curriculum, and devotes an appropriate amount of time to both subjects. Good attention is paid to the Local Agreed Syllabus for religious education, and all requirements are met. At present however, information technology is taught across the curriculum, and insufficient time is given to the direct teaching of skills.
25. Long and medium term planning is good in KS1 and KS2. The planning format used helps to ensure that the full curriculum is covered. Teachers' daily lesson plans successfully identify learning targets and link them to National Curriculum targets and levels. Learning objectives are clearly stated in planning and frequently shared with pupils. The precision and clarity of these objectives has a positive impact on pupils'

progress, and helps teachers to measure pupils' progress.

26. The school's policy for sex education sets out an informative and sensitive approach to this aspect of the curriculum. Pupils have been taught about the dangers of drugs through the health education programme and as part of the science curriculum. All classes participate in a very successful personal and social education programme which provides opportunities for pupils to discuss issues that concern them. The school places great importance on the notion of equal opportunities for all pupils and is successful in ensuring that pupils have access to the full curriculum regardless of ethnicity, gender or prior attainment. Pupils benefit from very good provision for their moral and social development and the school promotes their spiritual and cultural development well.
27. The curricular provision for pupils with special educational need is very good. Individual educational plans are well formulated and targets are precise and clear. Work is carefully planned and well matched to the differing social, emotional, physical and intellectual needs of these pupils. Individual education plans are of very good quality and contain realistic, achievable and measurable targets. The very good provision for pupils who have special educational needs contributes to the good progress they make.
28. Pupils' learning is enriched through a very good range of visits to places of interest in the locality and further afield. The many visitors to the school make a good contribution to pupils' learning and achievements. The school's provision for extra-curricular activities is excellent. The many school clubs are well supported by the pupils involved, and well led by teachers and parents.
29. The assessment of the under-fives in the reception class is sufficiently informative to help teachers identify general areas for development. Information gathered during pupils' first half-term in the reception class provides an adequate basis for setting individual targets but lacks impact because curriculum planning is not centred around the six areas of learning.
30. Procedures for the assessment and recording of pupils' attainment and progress in KS1 and KS2 are good. Formal assessments take place in English, mathematics and science. The school is starting to analyse the end-of-key-stage National Curriculum test results, but not in enough detail to identify specific areas for development. Good use is made of a range of standardised tests in reading in order to monitor pupils' progress. The assessment procedures in some of the foundation subjects and religious education are informal but effective. Teachers use assessment information well to identify the next stage of the pupils' learning. The marking of pupils' work is carried out conscientiously by all teachers but, with the exception of some examples in the upper part of KS2, does not include enough comments on how pupils can improve standards.
31. Records of achievement have been established for each pupil. These include some work that has been appropriately matched to National Curriculum levels which assists teachers with their end-of-year assessments and report writing. There are individual portfolios in all the core subjects which have been compiled in an effective and useful manner. The quality of end of year pupils' reports is satisfactory overall, and reports give useful information about progress and attainment in the core subjects. Comments in the core subjects are more detailed than those for the foundation subjects, which are sometimes a little too descriptive.

32. The school has worked hard since the last inspection to address the weaknesses identified in the curriculum and in the assessment procedures, and good improvement has been made. Good quality schemes of work and policies are now in place for all subjects, and they are ensuring that pupils' previous learning is effectively built upon. The school has produced a comprehensive and good quality assessment policy, and has devised a good range of whole-school assessment systems and procedures. The school is very well placed to address the weaknesses identified in the curriculum for the under-fives, and to maintain the many good features of curriculum and assessment observed during the current inspection.

Pupils' spiritual, moral, social and cultural development

33. The school's provision for social and moral development is very good and the provision for pupils' spiritual and cultural development is good. The many good and very good features of this aspect of the school's work described in the last inspection report have been successfully maintained and developed.
1. The school makes good provision for pupils' spiritual development, although many of the opportunities that arise in lessons come about incidentally and are not specifically identified in planning. There are some opportunities during the school day for pupils to engage in quiet reflection, for example when sharing the joys and sadness of their daily lives, or when contemplating issues arising from personal and social education sessions. Some lessons provide pupils with particularly good opportunities to explore and express their personal thoughts and feelings, for example, in an art lesson seen during the inspection, Year 6 pupils were encouraged to think about the beauty and wonder of the pictures they were studying. The excellent relationships between teachers and their pupils, and amongst pupils, encourage the frequent sharing of special moments and treasured possessions.
1. Provision for pupils' moral development is very good. Clear moral values, such as self worth, mutual respect and fairness, are imparted to the pupils, and there are planned opportunities in personal and social education sessions, and in assemblies, when issues can be raised and discussed. Pupils are made well aware of what is right and what is wrong, and good use is made of stories to illustrate important points. Consistent encouragement by the staff to consider the consequence of their actions reinforces the pupils' understanding and their self-esteem. There are some good opportunities in lessons such as history and geography for older KS2 pupils to consider wider moral issues such as the effects of war and pollution.
2. The provision for pupils' social development is very good and is enhanced by the excellent personal and social education programme provided by the school, and by the many relevant visits and visitors to the school. Pupils are encouraged to be polite and respect the views of others, and in this, teachers set an excellent example. Teachers have high expectations of the pupils in terms of organising aspects of their learning, and looking after their own property. Fund raising for a large number of different charities is a regular feature of the school year, and gives pupils the opportunity to consider those less fortunate than themselves. Older KS2 pupils are given responsibility for duties in and around the school, which they carry out conscientiously, independently and with a sense of pride. The many very good opportunities for pupils of all ages and levels of attainment to be involved in after-school activities encourage and enhance pupils' social development as they learn the need to play fairly in team games, and to respect the decision of the referee.

3. Good provision is made for pupils to develop and appreciate their own cultural heritage and that of others. Pupils learn about the diversity of culture through lessons in English, music, history and religious education. Art especially contributes to their cultural development through the study of artists and their work. The cultural heritage of the local area is explored through visits to museums. There is a good range of books about other countries and a useful collection of traditional stories and accounts of the lives of famous people in the library. Aspects of faiths other than Christianity are studied in each year in religious education and there are displays around the school which foster pupils' awareness of the richness and diversity of other cultures. Pupils' cultural development could be further enhanced by more opportunities to consider the impact of non-European cultures in subjects such as art and music.

Support, guidance and pupils' welfare

1. The school's provision for the support, guidance and welfare of pupils is very good, and has improved since the last inspection. The well-being, health and safety of the pupils are the shared responsibility of the headteacher, staff and Governing Body, all of whom are vigilant, caring and genuinely concerned about the welfare of the pupils in their care.
1. Very effective arrangements are in place for the induction of new pupils to the school. Prior to starting school, prospective pupils have the opportunity to attend many well organised sessions where they experience class routines, and meet their teachers. The school has also established effective procedures for the transition of Year 6 pupils to secondary education through a range of good links with local high schools. Pupils from Year 6 experience a full session of induction activities at the high school of their choice. This arrangement allows them to meet staff and to become familiar with the new routines of work.
2. The school's procedures for identifying pupils with special educational needs are very good. Pupils with special educational needs are very well supported by staff in all school activities. They also receive a very good level of specialist support from outside agencies where this is necessary. The high quality of support makes a significant contribution to their progress. Individual education plans for pupils with special educational needs are of very good quality, and contain appropriate and realistic learning targets.
3. Procedures for monitoring pupils' academic progress and personal development are good overall. Staff meet on a regular basis to ensure a uniform approach to assessment in each class. The school maintains Records of Achievement, for each pupil, which are in good order, and carries out a range of tests and assessments at appropriate intervals, and according to statutory requirements. Assessments are used effectively to help teachers plan the next stage of pupils' learning and to measure pupils' progress and attainment. A strong feature of assessment is the effective involvement of pupils in setting targets with their teachers each term. Teachers keep some records of pupils' personal and social development, but do not track pupils' progress in terms of their personal development with the same rigour with which they track academic progress. Teachers liaise effectively with parents, outside agencies and each other about the needs, aspirations and progress of individual pupils.
4. The school's procedures for monitoring and promoting discipline and good behaviour are excellent, and are well understood by pupils and their parents. Rare incidents of inappropriate behaviour are carefully monitored, and appropriate support is provided. Good quality records are kept of any significant behavioural problems and parents

are informed and involved if necessary. Pupils are frequently reminded of the importance of good behaviour. The behaviour policy is of very good quality, and ensures a consistent approach to behaviour management throughout the school. Excellent use is made of very attractive stickers and certificates to reward good behaviour. The system of reward for good lunchtime behaviour is firmly established and makes a very good contribution to promoting good behaviour. Certificates and special mentions are given to pupils at weekly assemblies. These assemblies positively celebrate and value pupils' achievements and good behaviour, and help to maintain the very high standards of the school. The school has effective strategies to eliminate bad behaviour. A very good quality anti-bullying policy is in place. The school has also produced sensitive and sensible guidelines for parents that include strategies on how to deal with bullying. Parents are very pleased with the way that the school manages behaviour and they confirm that high standards of behaviour are achieved.

5. Procedures for monitoring and promoting good attendance are very good. The school has established an effective partnership with the Educational Welfare Officer on the very rare occasions that the school needs assistance or advice. Procedures to follow up absence are rigorous and effective. Registers are taken promptly at the start of each session and are conscientiously and accurately completed. Attendance and punctuality are monitored regularly and frequently by the headteacher. The school works closely with parents and provides regular reminders about the benefits of good attendance to children. Parents are issued with a very good quality information booklet about the school's expectations regarding attendance and punctuality.
6. Child Protection procedures are very good. The school has a very good quality policy which is very detailed, and is fully followed in practice. Procedures have improved significantly since the last inspection. There is a designated member of staff who has received appropriate training and liaises effectively with outside agencies. One other member of staff is also fully trained and the school has a designated governor who has a clear role in Child Protection matters. All staff are aware of the school's practices and procedures.
7. The school's procedures for ensuring pupils' health, safety, hygiene and well being are very good. Procedures have improved significantly since the last inspection. The school has implemented an excellent quality personal and social education policy which includes a comprehensive programme of themes including health, hygiene, personal safety, drugs education and how to deal with bullying. Healthy lifestyles are actively encouraged. Topic work in science includes activities and work about healthy eating, good habits and the need for regular exercise. The school nurse and other medical practitioners attend the school regularly to carry out health checks. Sex education is provided sensitively within a strong Christian context, and in a manner appropriate to the age and maturity of the pupils. The school nurse makes a good contribution by giving talks for Year 6 pupils. The community police officer is a frequent visitor to the school and talks to pupils about personal safety and 'stranger danger'. The school also works effectively with the fire services, and they too give presentations and advice to pupils. Accident and emergency procedures are very well developed. There are three staff trained in giving first aid. The school has implemented a good quality health and safety policy. Risk assessments and fire drills are carried out periodically.
8. The headteacher and Governing Body are well aware of the risk to pupils' safety in physical education lessons, caused by the storage of equipment around the

perimeter of the hall. Whilst teachers are extremely vigilant and do what they can to minimise the risk, the school needs to take urgent action to address this issue. At the time of the last inspection, the busy main road on which the school is situated was identified as a cause for concern. The Governing Body does all it can to reduce the dangers, and continues to work closely with the police to maintain good safety procedures.

Partnership with parents and the community

9. The school has established a very good partnership with the parents and the community, which has a positive impact on the quality of life in the school. There has been further improvement in this aspect of the school's work since the last inspection. Parents are fully informed about all aspects of the life and work of the school by means of newsletters, the prospectus and the annual report from the Governing Body. Parents are pleased with the range of information they receive. They appreciate the school's 'open-door' policy, and the vast majority feel able to approach the headteacher or teachers with problems or concerns.
10. The school fully involves the parents in its life and work, and provides many very good opportunities for parents to gain understanding of important National Curriculum changes, and school-based changes and developments through forums and other parents' meetings. Parents and members of the community are invited to help in school, and a good number of parents help teachers run the after-school clubs. Very good information is provided for new parents by means of booklets, and the prospectus, which is of excellent quality. Annual reports of pupils' progress provide at least satisfactory and sometimes good levels of information about pupils' progress and attainment. A number of pupils travel to school by bus, and whilst these parents naturally miss some of the incidental opportunities for talking to staff, other parents and the headteacher, they nevertheless feel that they are very well informed, and a part of the school community.
11. The school has a very active Parent Teacher Association which raises large sums of money for the school, enabling the purchase of special items of equipment.
12. There are very high levels of parental satisfaction. The parents fulsomely praise many aspects of the school's work, and describe the school as a happy and friendly place. They commend the hard-work and dedication of the headteacher and teachers, and appreciate the levels of care, support and guidance their children receive. Parents are pleased with the quality of education provided by the school, and are particularly pleased with the standard of behaviour in the school, which is excellent. Parents appreciate the school's efforts to keep them informed. In general, they are pleased with the amount and frequency of the homework that is set, but would appreciate more guidance about the method in which tasks are to be completed, especially for mathematics, which the school is more than happy to provide. Although parents are pleased that the Year 1 pupils are being taught in a separate class, they are justifiably concerned about the lack of permanent accommodation for these pupils.
13. The school's very good links with the local and wider community have a beneficial impact on pupils' learning. The church is an important focus for the school, and regular visits are made for the celebration of important events in the Christian calendar, and for some religious education lessons. The school is well served by individual members of the local community from the fire, police and health services,

and their input has a positive impact on pupils' social and moral development. A range of specialist visitors, including musicians and theatre groups, comes to school, and these opportunities enhance pupils' learning, and successfully promote aspects of their spiritual, moral, social and cultural development.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

14. The leadership and management of the school are very good, and have a very positive impact on pupils' progress and attainment, and the quality of education provided. The headteacher enjoys the full support of the active Governing Body and the conscientious and committed staff, especially the deputy, who is extremely supportive.
15. The ethos in the school is excellent. Pupils of all ages and levels of attainment are very highly motivated and have very positive attitudes to work. Relationships in the school are excellent, and the headteacher, staff and Governing Body are very keen to maintain the current high standards in English, mathematics and science, and to raise them even further if possible. The atmosphere in the school is warm, welcoming and friendly, and there are justifiably high levels of parental satisfaction.
16. The headteacher is a very effective leader who maintains a very good overview of life in the school, and has a clear vision for the school's continued development. Together with the Governing Body, he has developed a range of good quality management policies which effectively guide the life and work of the school and ensure consistency of approach. Daily routines and procedures are very well established and enable the school to run effectively.
17. The Governing Body is very involved in the management of the school, and effectively fulfils its role of critical friend to the headteacher. The full Governing Body meets at least twice each term, and receives reports from the sub-committees, working parties and the headteacher. Governors take part in a wide range of training activities which ensure that they are well informed, and confident about their role. Governors have a good general overview of pupils' progress and attainment, and have started to analyse the school's end of key stage National Curriculum assessment results. They monitor the school's provision well, and are instrumental in setting targets for future development. Most statutory requirements are met, although there are some omissions in the Governing Body's annual report to parents. The Governing Body maintains a close overview of the school's health and safety arrangements and recognises the threat to pupils' safety posed by the storage of equipment around the perimeter of the hall.
18. The School Development Plan is very comprehensive and is the result of consultation between and with pupils, staff, governors and parents. Progress towards the targets in the plan is regularly reviewed, and targets are amended or refined as and when necessary. Targets are appropriately costed and realistic.
19. Curriculum co-ordinators are in place for all subjects, and they have a good overview of their subjects through monitoring colleagues' planning, but have only just started monitoring classroom practice by observing lessons. The headteacher is a regular visitor to classrooms, and this enables him to have a good overview of the school's

work.

20. The school has responded well to recent changes in the curriculum, and the National Literacy Strategy and the National Numeracy Strategy are fully implemented across the school. The headteacher, staff and Governing Body acknowledge the more important status of religious education and information technology as core foundation subjects, but at present insufficient direct teaching time is allocated to information technology. The school provides a broad and balanced curriculum for KS1 and KS2 pupils, but the curriculum for the under-fives is inappropriate and is not planned around the key areas of learning. The provision for pupils who have special educational needs is very good, and all statutory requirements are met. The school's equal opportunities policy is consistently promoted, and all pupils have full and equal access to the life and work of the school.
21. The school has addressed the issues raised in the last inspection report, and the rate of improvement has been very good. Staff have worked hard to raise standards in information technology, and although there is still some work to be done, standards are now in line with the national expectation at the end of both key stages. Good quality schemes of work and policies are now in place for all subjects, and they are ensuring that pupils' previous learning is effectively built upon. The school has produced a comprehensive and good quality assessment policy, and has devised a good range of whole-school assessment systems and procedures. Teaching has improved significantly, and is now a strength of the school. The many good features highlighted in the previous report are still evident, and in some cases they have been further developed and improved. The school's capacity for further improvement is very good.
22. The good features of leadership and management described in the previous inspection report have been maintained, and the school has continued to work hard to maintain high standards and keep apace with national developments.

Staffing, accommodation and learning resources

23. The school has enough teachers for the number of pupils on roll. Teaching staff are suitably qualified and experienced, and collectively provide a good balance of subject expertise. The match of individual teachers to their teaching and co-ordinating roles is generally good. There is a good mix of experience amongst teachers, with several having many years of teaching experience. The school has fully addressed the weaknesses identified at the last inspection regarding the qualifications, experience and curriculum responsibilities of teachers.
24. The school employs an appropriate number of well qualified and experienced support staff whose input makes a positive contribution to pupils' progress and attainment. Classroom assistants provide effective support for pupils in lessons, especially those who have special educational needs, and collaborate well with teachers in preparing activities. The school secretary provides invaluable support for the headteacher and staff, and her input significantly contributes to the smooth running of the school. She is an important first-point of communication for parents and provides a warm welcome. The school is well served by the conscientious caretaker who maintains high standards of cleanliness. Arrangements for lunchtime supervision are good with midday supervisors making a significant contribution to monitoring and promoting good behaviour through their involvement with the rewards system. Very good

teamwork between all staff is a strong feature of the school.

25. Good arrangements are in place for the induction of newly qualified teachers. They are given appropriate guidance about the school through a good quality staff handbook. Newly qualified teachers are allocated a designated mentor to give support as necessary. The one newly qualified member of staff is confident in the school's induction and professional development arrangements. Teacher appraisal procedures meet statutory requirements.
26. Arrangements for the professional development of all staff are outstanding. These are linked closely to the identified priorities in the school development plan and to the personal and professional needs of staff. The school places a high emphasis on training and the level of training carried out overall, is excellent. The headteacher and deputy liaise effectively with the LEA in organising and providing training courses to meet the needs of staff.
27. The accommodation, although attractive and well maintained, is inadequate to meet the school's current needs. The number of pupils on roll has increased over the last few years and there is insufficient classroom space. The recently formed Year 1 class has no permanent base and is taught either in the hall, or in the shared area outside the KS1 classrooms. This arrangement is unsatisfactory, as it restricts the general use of the hall, and Year 1 pupils are too easily distracted by noise from adjacent classrooms and the kitchen. The school does not have enough storage space and the hall is used to store major items of equipment and the dining furniture. This poses a threat to pupils' safety. The classroom for the under-fives is too small to accommodate large play equipment and there is no designated outside area for the under-fives. The office accommodation for the headteacher, secretary and staff is poor and totally inadequate to meet their needs. The school's library is attractive, but its location in the entrance hall is not ideal. There are many displays of pupils' work around the school which enhance the learning environment and celebrate the pupils' achievements. The school has sufficient outdoor hard play-areas. The school maintains a 'woodland area' that is effectively used to support the science curriculum. The good sized playing fields enable pupils to take part in many grass sports.
28. Resources for learning are satisfactory overall although there are some shortages in individual subjects. The school has identified the need to improve the range of information technology software to support pupils' learning across the curriculum and has a planned programme for the continued development of the library and the replacement of classroom books. Resources for English are generally good, although there is a need for some general equipment such as 'white-boards' in some classrooms. The school has not yet fully built up the necessary range of resources to support the implementation of the National Numeracy Strategy, but is in the process of doing so. Resources for science, history, physical education and religious education are satisfactory. In art, there is a shortage of reference books and large prints. In geography, the school does not have a wide enough variety of differently scaled maps and has only a few reference books. In music, there is a shortage of tuned percussion instruments and ethnic instruments. Resources are well maintained throughout the school, but storage is a problem. The school's learning resources were described as good in the last inspection report. Although they are satisfactory at present, the slight decline since the last inspection indicates the need for the school to maintain a close overview of resources and to replace and replenish them on a regular basis.

The efficiency of the school

29. The school's procedures for monitoring and managing its finances are very good, and the school makes best uses of the resources available. Spending is closely linked to the priorities identified in the School Development Plan, and the Governing Body monitors expenditure effectively on a regular basis. The day to day management of the budget is very well carried out by the school secretary in consultation with the headteacher. Good use is made of computer-based accountancy systems which give regular accurate figures of expenditure and income. The school has taken appropriate action following the most recent audit report, and all of the recommendations have been implemented.
30. Subject co-ordinators have budget allocations, and these are used effectively to provide and maintain resources. Funding for special educational needs is used appropriately to provide very good support. In-service training funds are used well to provide excellent professional development for staff.
31. The school budget includes a balance which is considerably larger than the recommended five per cent. The school is deliberately maintaining a large underspend to enable it to meet its plans for the improvement of the school's accommodation.
32. The school makes very good use of its learning resources and limited accommodation. Particularly good use is made of the library as a flexible teaching area. Administrative staff, teaching and non-teaching staff are deployed very well and are very effective. Class-based assistants are used appropriately in supporting pupils' who have special educational needs.
33. Taking into account pupils' attainment on entry, their attainment in English, mathematics and science at the end of KS2, the good quality of education provided by the school, especially teaching, the very positive attitudes of pupils, the good progress made by pupils of all ages and levels of attainment, and the unit cost per pupil, the school is giving good value for money. The school's overall efficiency has improved since the time of the last inspection.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

34.The under-fives are taught as part of a mixed Reception and Year 1 class, although for a large proportion of the day, the Year 1 pupils are taught separately by another teacher. At the time of the inspection there were nineteen children under the age of five. Assessments undertaken when children enter the school indicate that, for the majority of the children, attainment is above that which would be expected for their age.

35.At present, there are weaknesses in the provision for the under-fives. The curriculum does not fully meet their needs, and it is not planned around the six key areas of learning. Insufficient emphasis is placed on play as a vehicle for learning, and there are times when pupils are carrying out formal recording work before they have had enough opportunities to explore the concepts involved through practical experimentation. The school does not have a specially designated outside play area for the under-fives, and the classroom is too small to accommodate large play equipment.

1.The permanent teacher for the under-fives is currently absent, and at the time of the inspection, the class was being taught by a temporary teacher. The teaching of the under-fives is satisfactory overall, and some good teaching of individual lessons was observed during the inspection. The teacher has been successful in settling them down into the routines of the school, and helping them to become happy and confident learners. Very effective use is made of class discussions to ensure the children fully understand what is expected of them, and good levels of individual attention, from both the teacher and the classroom assistant, ensure that the highest attainers are fully stretched and that the lower attainers are well supported. There are particular strengths in the teaching of language and literacy, and physical development. Shortcomings in the teaching of other areas of learning are linked directly to the inappropriate curriculum provision and planning.

Personal and Social Development

2.Children make very good progress in this area of learning, and the majority achieve the desirable outcomes well before the age of five. They work very well together in small groups where they quickly form friendships and learn daily routines. Their behaviour is very good. They share toys and resources happily, and take turns when working with others, for example, when using construction equipment, at the water tray, and when working at the computer. As they move through the reception class, children are encouraged to develop good levels of independence. By the age of five the majority are able to dress themselves appropriately for physical activities and gather together all their possessions at home-time. In an English lesson seen during the inspection, children demonstrated good independent learning skills when selecting resources and making choices about their learning. Both the teacher and the classroom assistant are very supportive of the children in their care, and set a very good example in the way in which they speak to each other, and in their attitudes and behaviour towards the children.

Language and Literacy

3.By the age of five the majority of children achieve beyond the desirable learning outcomes in the language and literacy area of learning. All children, including those who have special educational needs, make good progress. Children listen carefully to adults and to each other. They take turns in speaking and respond with interesting comments during story-time. Staff are particularly aware of individual children's needs and ensure that

all children take an active part in class discussions. By the age of five children's speaking and listening skills are good. They talk animatedly about their work, and most answer questions clearly. Well-known stories are recalled, enjoyed and shared regularly. The daily opportunities for children to recite rhymes, jingles and songs, are very valuable, and are pleasant social occasions.

4.Children make steady progress in acquiring early reading skills and by the age of five most attain the desirable learning outcomes. The under-fives are introduced to reading through sharing 'big books' in groups and by choosing library books to discuss and read at home. Older children develop their individual reading skills in more formal literacy sessions. By the age of five, the majority of children know the terms "page" and "title" and follow a story line, predicting what might happen next. Many identify words and sounds from print. A good partnership has been established with parents who share books with their children at home on a regular basis. Good guidance and encouragement is given to children by the teacher and classroom assistant.

5.Most of the under-fives recognise and attempt to write their name. Older children in the reception class are encouraged to write simple stories and accounts of their experiences. Their writing is well formed and they readily identify upper and lower case. Writing materials are available and writing is a regularly taught activity in the reception class. However, there are not enough opportunities for pupils to develop writing skills through play activities, and some pupils, although competent in carrying out the skills of writing, do not fully understand the purpose of writing as a means of communication.

Mathematics

6.By the age of five, most children achieve beyond the desirable learning outcomes in the mathematical area of learning. Children of all levels of attainment make good progress. Most of the under-fives accurately count the number of children present in their group and attempt to record the number. They experiment with simple repeating patterns. They count confidently, forwards and backwards to ten and above, and match sets of similar objects. The majority correctly add two numbers together and some can then readily add another number to their answer. Children experiment with number lines and identify the next number in a given pattern. They are acquiring a good basic mathematical vocabulary and respond well to questions such as "how many?". Children name basic shapes and have an understanding of how shapes such as triangles, rectangles and squares fit together. Although the under-fives have some good opportunities to use mathematical apparatus to support their learning, and to help them solve simple mathematical problems, there are not enough free and structured play activities where pupils can freely explore and investigate number, shape, pattern and measure.

Knowledge and Understanding of the World

7.By the age of five, the majority of children achieve the desirable learning outcomes in this area of learning. Opportunities for children to experiment with play-dough, paint, water and sand support the children's growing understanding of materials and their properties. The children identify and discuss the different texture, appearance and shape of a range of objects, and are observant. They are developing an awareness of the passing of time as they talk about the days of the week and how things change over time. When using the computer children have very good levels of confidence and work well individually and are prepared to experiment. They have good mouse control and click on different colours and tools with accuracy. Most children know where they live, and talk about simple manmade and natural features in their environment.

8. The weaknesses in the curriculum for the under-fives are most evident and have most impact in this area of learning, where some of the tasks are too closely related to the National Curriculum KS1 programmes of study for history, geography, science and design and technology, and are not sufficiently well matched to pupils' levels of experience. Pupils do not have enough free choice opportunities to work with construction materials, or to develop an understanding of the world in which they live through role play activities. There are only limited opportunities for pupils to learn about their environment through investigation and structured play. Although pupils make satisfactory progress in acquiring a knowledge and understanding of their world, progress would be further enhanced by more opportunities for pupils to learn through first-hand experience.

Physical Development

9. The under-fives make satisfactory progress in this area of learning, and by the age of five, most children achieve the desirable outcomes. The under-fives use space confidently and move with increasing control and co-ordination. They are purposeful and accurate when moving around the classroom. In one physical education lesson seen during the inspection children climbed and balanced on small and large apparatus with skill and confidence. They show an increasing awareness and ability to use their imagination. Skills in cutting and handling tools are carefully developed by the teacher, and children show increasing competence.
10. There is only limited provision for children in the reception class to work with large equipment and toys, as the classroom is small, and there is no designated outside play area for the under-fives. The lack of large wheeled toys, climbing frames and other large play equipment adversely affects pupils' progress in terms of their physical development. Pupils do not have enough daily opportunities to run around, or to develop their awareness of space, speed and direction.

Creative Development

11. By the age of five the majority of children reach the desirable outcomes in the creative area of learning. They make satisfactory progress. There are regular opportunities for them to paint, print and make collages and for them to use modelling materials such as play-dough. They learn how to stick, glue and cut with increasing control, and some of the work they produce, such as portraits which show detail of texture, are of a good standard. Pupils take part in a good range of formal art and craft activities, but do not have enough opportunities to experiment or develop their imagination through free-choice activities.
12. The under-fives benefit from many good opportunities for them to sing songs and rhymes together. Songs and rhymes are used well to reinforce literacy and numeracy skills, and to settle the children down before the start of an activity. Children sing reasonably tunefully together. They name, play and hold untuned percussion instruments correctly. They listen attentively to recorded music and are developing a good sense of rhythm.

ENGLISH, MATHEMATICS AND SCIENCE

English

13. On the basis of the 1999 end of KS2 test results, pupils' attainment is well above the national average in English, and is also well above average when compared with the results of other schools. The inspection findings show that pupils' attainment in English, is above average at the end of KS2. Slight discrepancies between the inspection findings and the end of key stage test results reflect the difference in the range of ability of the various cohorts of pupils. Over the last three years, the school's results have been similar from year to year.
14. On the basis of the 1999 end of KS1 test results, pupils' attainment is average in writing and below average in reading. When compared with the results of similar schools, pupils' performance is well below average in reading and below average in writing. The 1999 results are not typical, and reflect the fact that one third of the group had special educational needs. The 1998 results, which showed pupils' attainment to be well above average in reading and writing are more typical. The inspection findings, based on the current group of Year 2 pupils, indicate that attainment at the end of KS1 is above average.
15. The pupils' spoken language is a strength throughout the school. By the end of KS1, pupils' speaking and listening skills are good, and are above average. Pupils have a wide vocabulary, informed by their good general knowledge. They are articulate and express themselves well, for example, when talking about their work to teachers and other adults. They make good progress, and learn to express their opinions confidently, talking with fluency, humour and precision about their activities and learning in school. They develop their listening skills well in class, and in lessons are attentive, interested and respond well to the teachers. By the end of KS2, pupils' attainment in speaking and listening is often well above average. Pupils put forward their ideas with clarity and adapt their speaking skills for different purposes, showing high-level skills of expression and reflection. They effectively and politely present their opinions, and maintain their position in a discussion, even when opposing views are stated. Teachers actively plan to develop the pupils' speaking skills by starting with 'show and tell' sessions, which progress to whole-class discussions, and then more formal oral presentations towards the end of KS2, ensuring that pupils' previous learning is effectively consolidated and extended.
16. Standards in reading are above average by the end of both key stages. KS1 pupils learn to read with the aid of a commercial reading scheme. They acquire a good sight vocabulary of key words, and know how to sound out unknown words using a variety of appropriate strategies. They accurately recall what they have read, and most predict what will happen next. Pupils are encouraged to read at home, and many parents also help to hear readers at school. By the end of the key stage most pupils are reading well. By the end of KS2, most pupils read aloud with good levels of fluency and accuracy. They enjoy books and talk animatedly about their favourite authors. Pupils read with confidence and expression. They discuss the characters and explain the plot of books they are reading. Pupils have the chance to read a class novel, or to work together as a group in reading and discussing challenging literature. Pupils have developed good skills in gaining information from text. They use the junior non-fiction library well for research. Pupils with special educational needs make good progress and benefit from the extra help and support they receive to help them with their reading.
17. By the end of KS1, pupils attain above average standards in writing. Higher attaining pupils write well constructed short stories and they regularly write their news, which gives them good, regular consolidation practice. Pupils are encouraged to write lists

and to make little booklets. There are good examples of pupils' writing through other areas of the curriculum such as religious education. Almost all pupils in Year 2 form letters accurately. The school has adopted a cursive handwriting script and pupils' handwriting progress is good. By the end of KS2, pupils' attainment in writing is above the national average. Pupils write extended stories and the school is developing the range of writing to challenge pupils even further. Pupils write their own poetry, which is of good quality, and reflects their awareness and understanding of a variety of techniques and strategies, such as the use of similes and metaphors to add interest and impact. Pupils make good progress overall, and their writing is developing well across other subjects, particularly history and religious education. Extending the range of pupils' writing has been a development area for the school, and has had a positive impact on pupils' progress and attainment.

18. Pupils' spelling is good in both key stages. The school takes justifiable pride in its teaching of spelling. There are spelling lists around the school and all pupils regularly have spellings to learn and practise at home. Displays around the classrooms indicate how highly the school values word knowledge, word recognition and grammar. The school has targeted spelling as one of its development areas and this has had a positive and marked effect on the pupils' attainment and progress.
19. Pupils of all ages and levels of attainment make good progress in English as they move through the school. The school has successfully implemented the National Literacy Strategy and this is having a positive impact on pupils' attainment and progress, especially in acquiring and developing a knowledge of grammar and spelling. Pupils with special educational needs receive extra support at KS1 and this enables them to make good progress. Pupils benefit from consistently good teaching which takes account of their previous learning and enables them to achieve their full potential.
20. Pupils' attitudes are very good. They enjoy English and they try particularly hard with handwriting and spellings. The pupils have produced their own school newspaper, which is a real success, and demonstrates not only the journalistic skills of pupils but their enthusiasm and creativity. Throughout the school, pupils enjoy discussions, they volunteer information and respond well to the teachers' questions. In the upper part of KS2, pupils work very independently and concentrate diligently on their tasks. Pupils in all classes work co-operatively and share ideas, supporting each other in the tasks set. There are occasions when the concentration of Year 1 pupils is adversely affected by the fact that they are taught either in the hall, where noise from neighbouring areas is a constant distraction, or in the KS1 wet area, which is cramped. Pupils' behaviour is excellent throughout the school and has a very positive impact on pupils' learning.
21. Teaching is consistently good in both key stages. During the inspection some very good teaching was observed. Teachers' subject knowledge is good. Lessons are well planned and prepared and show good reference to the National Literacy Strategy. Good additional opportunities are provided for extended writing across the curriculum to ensure that pupils have frequent opportunities to practise their writing skills. In all classes, very good use is made of class discussions and question and answer sessions to ensure that pupils know exactly what is expected of them, and to enable teachers to stretch the highest attainers and give additional support to the lowest attainers. Teachers have developed very positive relationships with their pupils and there is a very good learning atmosphere in lessons, and good class control. Teachers have high expectations of the pupils and tasks are demanding and

challenging. Teachers know their pupils very well, and make good use of ongoing daily assessment to inform the next stage of their planning and to measure pupils' progress and attainment.

22. The subject is well led by the co-ordinator who has a good overview of teaching and learning throughout the school. The school has successfully implemented the National Literacy Strategy and has overcome many of the minor initial snags. The subject is generally well resourced, although in some classes, the lack of easily accessible and strategically placed white-boards for text based work makes it difficult for the teachers to organise the pupils effectively. The library provides a useful learning area, and the school regularly purchases books to ensure that they do not become outdated. The accommodation allows effective delivery of the subject in most classes. However, the Year 1 class does not have a permanent teaching base and works in either the hall or the wet area. This is not satisfactory as pupils become distracted by the noise from adjacent teaching areas, and the teacher is constantly moving equipment and materials from one location to another. The many good features described in the previous report have been maintained, and overall standards have improved since the time of the last inspection.

Mathematics

23. On the basis of the 1999 end of KS2 test results, pupils' attainment is above the national average in mathematics. When compared with similar schools, pupils' performance is average in mathematics. The inspection findings show that pupils' attainment in mathematics is above average at the end of KS2. Over the last three years, the school's results have been similar from year to year.
24. On the basis of the 1999 end of KS1 test results, pupils' attainment is below average in mathematics. When compared with the results of similar schools, pupils' performance is well below average in mathematics. The 1999 results are not typical, and reflect the fact that one third of the group had special educational needs. The 1998 results, which showed pupils' attainment to be well above average in mathematics are more typical. The inspection findings, based on the current group of Year 2 pupils, indicate that attainment at the end of KS1 is above average.
25. By the end of KS1, pupils have a good grasp of number. They understand place value and distinguish between hundreds, tens and units. Their knowledge of the relationship between addition and subtraction is very secure, and they reverse these operations to check their answers. Most pupils have immediate recall of number bonds to twenty. Pupils throughout the key stage make good use of their knowledge of pattern in number to help them in their number work, and know for example that the last digit of numbers multiplied by ten end is always a zero, and that two even numbers multiplied or added together always produce an even number. The recent introduction of the National Numeracy Strategy, in particular the daily mental mathematics sessions, is having a very positive impact on pupils' progress in terms of developing their mental agility.
26. By the end of KS2, pupils' mental agility is above average. They handle numbers with confidence, and calculate accurately, using a range of strategies, such as rounding up and down when manipulating large numbers. Most pupils have a very good understanding of the relationship between decimals, fractions and percentages, and rapidly convert from one to another. Pupils understand the infinity of number and

pattern, and good opportunities for them to carry out number investigations have helped them to draw generalisations about number which help them considerably in their written mathematics work. Pupils have a wide mathematical vocabulary which they use precisely. Pupils successfully use and apply their number skills in their work in other subjects, such as science and design and technology.

27. By the end of KS1, the majority of pupils have an above average knowledge and understanding of most aspects of shape, space and measure. They recognise and name a range of two and three dimensional shapes, and accurately describe their properties. They use mathematical vocabulary well to describe shapes, and understand that in the case of two dimensional shapes, there is a relationship between the number of sides and number of corners. Most pupils have a good sense of the passage of time, and the highest attainers tell the time accurately. Pupils' grasp of measure is secure, and they explain why it is necessary to use standard units of measurement. They measure accurately in centimetres, metres, grams, kilograms and litres, but although they estimate length well, they are less confident about estimating weight and capacity.
28. By the end of KS2, pupils have a good knowledge of shapes. They calculate the area and perimeter of regular and irregular two dimensional shapes, and understand that angles are a measure of turn. They know the distinctive properties of equilateral, isosceles, scalene and right angled triangles, and know that angles on a straight line add up to one hundred and eighty degrees. Pupils have a very good understanding of line symmetry, and most pupils have grasped the concept of rotational symmetry. Their understanding of measure is secure and they know the metric equivalents of imperial measures that are still in daily use, such as pints. Pupils confidently read a variety of scales, and use appropriate metric units for measuring length, weight and capacity.
29. By the end of KS2, most pupils have a good understanding of the notion of probability, and make sensible predictions, based on a given set of circumstances, about what they think might happen. They know how to calculate an average, and understand what this means, but most are less certain about the idea of the mode, median and mean when organising and interpreting data. Pupils present data in a variety of forms, such as graphs, charts and tables, and make effective use of computers in this aspect of their mathematics work.
30. Pupils of all ages and levels of attainment, including those who have special educational needs, make good progress in mathematics as they move through the school. Pupils' understanding is greatly enhanced by the many good quality opportunities across the curriculum for them to use and apply their mathematical skills and knowledge. Their numeracy skills are particularly well developed, and enhanced by regular homework tasks which enable pupils to practise newly acquired skills. Pupils benefit from good teaching, and the recent introduction of the National Numeracy Strategy is already starting to have a positive impact on pupils' mental agility. Pupils' very positive attitudes to work also contribute to their good progress.
31. Throughout the school, pupils are very well motivated, and are keen and confident mathematicians. They approach all tasks with high levels of enthusiasm. The vast majority of pupils work with very good levels of concentration, especially older KS2 pupils who persevere extremely well when they encounter difficult problems. There are times when Year 1 pupils understandably lose their concentration because they are being taught in the hall where there are many distractions from neighbouring

classes, the entrance hall and the kitchen. All pupils are very well behaved in class, and have high levels of self-discipline. They are independent learners who need little adult intervention once the task has been explained. They select resources sensibly and without fuss, and work very well together in pairs and small groups, sharing ideas, and helping those who are experiencing difficulties. Pupils take pride in the presentation of their written work, and their books are neat, tidy and well organised. Pupils of all ages enjoy taking part in class discussions, and are keen to share their ideas with others. They listen attentively and ask pertinent questions to clarify their thinking, and to ensure that they fully understand the set tasks. Overall, the very positive attitudes to learning, and the pupils' excellent behaviour, contribute significantly to their good progress and above average attainment.

32. The teaching of mathematics is good throughout the school, and some very good teaching was observed during the inspection. Teachers have a good grasp of the subject, and are well informed about the recently introduced National Numeracy Strategy. Lessons are well planned and prepared, especially the introductory mental mathematics sessions, which, in the best examples seen, were brisk, challenging, and great fun for the pupils. In the upper part of KS2, work is very well marked, with helpful comments, which show pupils how they can improve their work, and celebrate their achievements. Teachers have very high expectations of the pupils, and the higher attainers are appropriately challenged. Good support for pupils who have special educational needs enables them to make good progress. Teachers make good use of ongoing daily assessment to measure the pupils' progress and to establish the starting point for the next lesson. The good teaching makes a significant and positive contribution to pupils' progress and attainment.
33. The subject is very well led by a well informed and enthusiastic co-ordinator who has worked hard to ensure the smooth implementation of the National Numeracy Strategy throughout the school. Parents have been kept well informed about recent curriculum developments in mathematics by means of 'forums', led by the co-ordinator and headteacher. Resources for mathematics are satisfactory, although the school is in the early stages of building up the specific resources needed for the full and successful implementation of the National Numeracy Strategy. The accommodation for the Year 1 pupils is unsatisfactory. These pupils are taught in the hall for some lessons, and although this is the best accommodation that the school can provide, the noise from adjacent work areas affects the pupils' concentration, and the quality of their learning. The statutory mathematics curriculum is effectively enhanced by after-school clubs which are popular and well attended. In addition, the school provides 'booster' classes prior to the National Curriculum end of KS2 assessments. The many good features described in the previous report have been maintained, and overall standards have improved since the time of the last inspection.

Science

34. On the basis of the 1999 end of KS2 test results, pupils' attainment is above the national average in science. When compared with similar schools, pupils' performance is slightly below average in science. The inspection findings show that pupils' attainment in science is above average at the end of KS2. Over the last three years, the school's results have been consistently above average.
35. The inspection findings, based on the current group of Year 2 pupils, indicate that attainment at the end of KS1 is above average in science. The 1999 teacher

assessment results are below average, when compared with the national picture and well below average when compared with the results of similar schools. These results are not typical, and reflect the fact that one third of the group of pupils entered had special educational needs. The results for previous years show that pupils' attainment in science is usually above average.

36. By the end of KS1, pupils have a good understanding of how to carry out investigations and experiments. Most pupils make good use of their previous knowledge and experience to predict what might happen, and have a good understanding of how to make sure a test is fair. They record their ideas in a variety of ways, and are methodical in their practical work. By the end of KS2, pupils independently set up experiments and investigations. They observe carefully, and draw conclusions which they evaluate in the light of their original predictions. They make effective use of a wide range of scientific vocabulary and devise their own methods of recording their findings. Pupils understand that some tests need to take place over a period of time, and know that observations, and records of changes, must be made at regular intervals.
37. KS1 pupils have a good knowledge and understanding of living things, and, by the end of the key stage, classify living things according to their most distinctive characteristics, and explain the conditions for growth and survival. Pupils know the lifecycles of butterflies and frogs, and describe the habitats of a variety of plants, animals and mini-beasts. They understand the need for humans to maintain a healthy lifestyle, and in a project linked to healthy food, have used their sense of taste to classify foods into categories such as sweet, salty and bitter. By the end of KS2, pupils have a good understanding of the main systems of the human body, and name and identify major organs and describe their functions. They explain food chains in terms of producer, consumer, predator and prey, and know that most food chains start from green plants. In their investigation into whether seeds will grow if watered with undiluted orange cordial, Year 6 pupils made effective use of a variety of skills, and demonstrated their understanding of how to construct a fair-test and to measure change over an extended period of time. KS2 pupils have a very secure knowledge of living things and a good understanding of the similarities and differences between different species.
38. By the end of KS1, pupils have an above average knowledge and understanding of materials and their properties. They know that materials can be changed by heating and cooling, and that some changes can be reversed. They describe the properties of materials well, making use of an extensive vocabulary to identify shape, texture, and degree of flexibility. They understand that materials have a variety of uses, but that some materials are better suited for some tasks than others. By the end of KS2, pupils accurately describe the properties and characteristics of liquids, solids and gases. In discussion, pupils make sensible suggestions about ways in which mixtures might be separated and accurately use such terms of dissolving, soluble and saturated. They explain the process of evaporation and condensation, and are knowledgeable about the Water Cycle, the Nitrogen Cycle, and the Carbon Cycle. From their work relating to electricity, pupils know which materials make the best conductors and insulators, and describe the main properties of such materials.
39. By the end of KS1, pupils' knowledge of physical processes is above average. They have a clear understanding of the notion of friction, and explain why objects move faster on a smooth surface than they do on a rough surface. During the inspection, Year 2 pupils carried out investigations into the factors that altered the speed at which

a toy car travelled. Through a process of investigation and experimentation, pupils learned that a car travelling down a slope moved faster than one on a flat surface. They explained their findings well using a good vocabulary. Pupils know that electricity is a major source of power, and name many appliances that use electricity.

By the end of KS2, most pupils have a good understanding of how electricity works, and the highest attainers know how to construct series and parallel circuits. They make good use of symbols in their circuit diagrams, and fully understand the function of a switch. Pupils know that there is a need to match the capacity of a bulb with the amount of power running through a circuit to avoid over-loading, and are very aware of the dangers of electricity. Pupils' knowledge of force and friction is secure, although they are less confident about this element of the science curriculum than others. They have a good knowledge and understanding of the earth and beyond, and know why night and day occur, and understand the relationship between the earth and the moon, and the sun and the earth.

40. As they move through the school, pupils of all ages and abilities make good progress in science, and successfully consolidate and extend their knowledge and understanding. Their progress is considerably enhanced by very good teaching, and by their very positive attitudes to the subject. A broad and balanced curriculum ensures good coverage of the National Curriculum programmes of study, and prepares pupils well for the end of key stage National Curriculum assessments. Pupils' work in science is enhanced by their above average literacy and numeracy skills, which they use to good effect when carrying out experiments and investigations, and when recording their findings.
41. Pupils in both key stages have very positive attitudes to science. They are keen to find things out, and to share their findings with their classmates. Pupils successfully apply their previous learning to new situations, and enjoy the challenge of setting up and carrying out investigations and experiments. They work well together in pairs and small groups, and older pupils in both key stages are very methodical in their work. Pupils' work in their books is very neatly organised, and they take a justifiable pride in the presentation of their written work. Pupils of all ages are very independent, and select resources sensibly. They have a good awareness of the need to follow safety guidelines when working with science equipment, and follow their teachers' instructions carefully. Behaviour in lessons is excellent and has a very positive impact on pupils' learning and on the quality of life in the school.
42. The quality of teaching throughout the school is very good. Teachers have a very secure subject knowledge and plan and prepare all lessons carefully and thoughtfully. In addition to regular opportunities for consolidating previous learning, pupils are continually challenged by new and stimulating activities which advance their learning at a good pace. Tasks are often open-ended, enabling pupils to seek their own lines of enquiry, and to work at their own rate and level. Teachers have very high expectations of what the pupils can and should achieve, and ensure that the highest attainers are always fully stretched. Very good support is provided for pupils who have special educational needs. Very good use is made of questions in introductory discussions to ensure that the pupils know exactly what is expected of them. Teachers place great emphasis on ensuring the pupils know and use appropriate scientific vocabulary, and there are many good cross-curricular links with English and mathematics. Aspects of pupils' spiritual development are very well promoted, and incidental opportunities are seized upon as and when they arise. For example, in a lesson seen during the inspection, when the pupils gasped with amazement as a light bulb suddenly shone really brightly, the teacher allowed a few moments for the pupils

to reflect upon and enjoy the moment. Good use is made of ongoing assessment to inform the next stage of teachers' planning and to identify strengths and weaknesses in pupils' learning, although the analysis of National Curriculum assessment data is not done in enough depth.

43. The subject is very well led by the co-ordinator who provides valuable advice and support for colleagues and has a good overview of science teaching in the school. There are enough resources for the subject, with the exception of information technology where there is a shortage of software. The statutory curriculum for science is well supported by additional activities. An after-school club is held each week for science, and annually the school holds a science week. Although the accommodation is generally satisfactory, classrooms are a little cramped for practical activities. The many good features described in the previous report have been maintained, and standards have improved overall.

119. OTHER SUBJECTS OR COURSES

Information Technology

44. Pupils' attainment at the end of both key stages is in line with national expectations. This represents a significant improvement since the last inspection when standards were below expectations. The school has worked hard to raise standards since that time, and has been especially successful in encouraging pupils to use computers to support their learning across the curriculum. The subject is still being developed, and the school recognises the need to give more attention to the direct teaching of information technology skills, to ensure that pupils make best use of the technology available, and to enable them to access information quickly and independently.
45. By the end of KS1, most pupils have satisfactory keyboard skills, but are sometimes a little slow when finding letters and command keys on the computer. They use the mouse well to guide the cursor, and the highest attainers open 'drop-down' menus with confidence. Pupils carry out some writing tasks on the computer, such as recording their science results, but most need adult help to open and close programmes, and when printing their work. Pupils produce simple graphs to support their mathematics work, and make good use of number programmes to develop their mental agility. Pupils throughout the key stage use painting programmes effectively to produce pictures and book covers, and confidently select the painting or drawing tool they require, and the colour they wish to use. Pupils gain some experience of control technology when they use the programmable toy, but this aspect of the information technology curriculum is still in the early stages of development.
46. By the end of KS2, most pupils use computers competently for word-processing tasks, although there are only limited opportunities for them to draft and edit their work. They know how to change the style and size of the font, and how to load, save and print programmes and files. They have satisfactory keyboard skills, and most pupils easily access menus. KS2 pupils have a very good understanding of the value of information technology to business and industry, and recognise and talk knowledgeably about some technological problems, such as the potential 'Millennium Bug', and viruses. Pupils are very confident about using the Internet, and many pupils use this facility regularly on their home computers. Most KS2 pupils have had some experience of using control technology, mostly in the form of 'Logo' programmes and the programmable toy. This is a weaker area of the school's information technology

provision, partly because of lack of resources, and partly because of staff's lack of confidence and expertise in this element. Pupils make good use of computers to support their work across the curriculum, and use the CD ROM well for research. Year 6 pupils have generated designs in the style of William Morris, and have gained an appreciation of the value of computers for art and design purposes.

47. Pupils of all ages enjoy using the computers, and approach all tasks with the same high level of enthusiasm and confidence. They work extremely co-operatively in pairs, and when working individually are well motivated and have very good levels of perseverance. Pupils' behaviour is excellent, and this means that teachers can trust them to work conscientiously without direct supervision.
48. Teaching is satisfactory overall. Teachers make every effort to encourage pupils to use computers to support their learning across the curriculum, and this is having a positive impact on pupils' progress. Very good opportunities are provided for pupils to use the Internet and CD ROMs for research, and number and spelling programmes to develop basic literacy and numeracy skills. Pupils with special educational needs use computers effectively to support their learning. At present, there is little direct teaching of information technology, either to the whole-class or to groups, and pupils do not have enough opportunity to systematically develop the necessary skills and knowledge within the various elements specified in the National Curriculum programmes of study. The school has identified this as an area for future development within the subject. Teachers have satisfactory knowledge of the subject, although they are less secure about aspects of control technology, and are fully committed to continuing to raise standards in the subject.
49. The co-ordinator has only recently taken up the post, and is not an information technology specialist. Although he takes his responsibilities seriously, and works hard, his ability to move the subject forward is constrained by his lack of expertise. The co-ordinator and staff have taken part in a wide range of in-service training, and this is starting to have a positive impact. In the past few years, the school has purchased a number of new computers which have access to the Internet. However, some of the machines are unreliable, and this causes frustration to pupils and staff. The ratio of pupils to computers is twenty to one, which is higher than average, and the school is aware of the need to continue to increase the number of computers in the school. The computer for the Year 1 class is located in the hall. This is unsatisfactory as it poses a threat to health and safety when classes are using the hall for physical education activities. The school is starting to build up a good range of software to support all subjects, but at present there is still a shortage in some areas.

125. Religious education

50. Pupils' attainment at the end of both key stages exceeds the expectations of the Local Agreed Syllabus. Pupils make good progress as they move through the school in their knowledge and understanding of religious education, and develop the capacity to compare and contrast aspects of Christianity with the other world faiths they encounter as part of their studies.
51. By the end of KS1, pupils have a good knowledge of the Christian faith and its beliefs and are beginning to understand the difference between religious and secular festivals and events. The majority describe the special features of Christmas, Easter and Harvest, both in religious terms and in terms of the activities that take place at

school and at home. They know of some of the miracles and parables of Jesus, and describe important features of Jesus' life from His birth to His crucifixion. During the inspection, pupils in one class were at an early stage of developing the concept of symbolism in Christianity. Their questions and answers reflected a good understanding of the main tenets of the Christian faith. Pupils are aware of the importance of helping and being kind to others, and through their study of famous historical figures, such as Florence Nightingale, they have gained an appreciation of the wider definition of Christianity. Some pupils speak confidently about features of the church and, following a visit to the local church, have considered the roles of the vicar and ministers and their work in the community. KS1 pupils have an appropriate knowledge of the world religions studied in school, and highlight basic differences and similarities such as places of worship, customs and traditions.

52. By the end of KS2, pupils have a good ability to compare and contrast features of Christianity and other world faiths, in particular Islam. They recognise that different religions often have similar perceptions of what is right and wrong, and followers of all world faiths live their lives according to a given set of rules. They know that the ten commandments are important laws for Christians, and that followers of the Islam faith adhere to the rules laid down in the five pillars of Islam. Through their visits to a local church, and their study of Islam, pupils have gained an understanding of the main differences in worship between the two faiths. Pupils describe the holy books, artefacts and customs and festivals that are distinctive to the various religions, but recognise that all such artefacts are special and precious and must be treated with care and respect. Pupils' moral and social development is well promoted through religious education lessons. Through discussion, pupils develop tolerance and respect for the views of others, and an ability to question important features of the faiths they are studying in order to gain a deeper and clearer understanding of the issues involved.
53. Pupils make good progress throughout both key stages and this is a direct reflection on the good quality of teaching. Pupils' understanding of how religion and faith are fundamental to the way in which some people live their lives, and unimportant to others, is extended by studying communities in a wide range of contexts. Pupils make significant gains in understanding the importance of symbolism in religion, and they show an increasing grasp of religious concepts and knowledge about beliefs and practices. Pupils with special educational needs make good progress and benefit from the additional support they receive from their teachers and classrooms assistants.
54. Pupils' attitudes and response to religious education are very good. They are attentive and interested, respond well to teachers' questioning and listen intently to each other's comments. Pupils concentrate extremely well. They handle resources carefully and show respect for the different religions which they are studying. The rate of written work and standards of presentation are consistently good throughout the school. Pupils' behaviour in class is excellent, and contributes significantly to their good progress and high standards of attainment.
55. The quality of teaching is consistently good. One strength throughout the school is teachers' sensitivity to pupils' feelings in encouraging them to ask and answer questions. In all lessons teachers use their specialist subject knowledge to plan appropriate tasks which extend the learning of pupils of all ability levels. Lessons move at a brisk pace and the available time is used effectively. Teachers' planning follows the requirements of the Local Agreed Syllabus, and takes good account of

pupils' previous knowledge.

56. At the time of the inspection the senior management team were sharing responsibility for co-ordinating the subject, because of long-term staff absence. The school has maintained the high standards and good progress in religious education described in the previous inspection report.

Art

57. Pupils in both key stages, of all levels of attainment, make good progress and acquire a broad range of skills which they apply successfully in their art work. Pupils benefit from good teaching, which takes account of their previous learning, enabling them to consolidate and build upon existing skills. They have many good opportunities to demonstrate their creativity, and to make choices about their work. The school provides a well balanced and broad art curriculum which has a positive impact on pupils' progress and attainment.
58. When painting, KS1 pupils demonstrate a good appreciation of how primary colours can be combined to produce secondary colours, and how different shades can be made by adding small amounts of black and white. They produce attractive and colourful pictures, sometimes adding materials such as card, cellophane or paper to achieve different textures. Older pupils have produced some very attractive pieces using the technique of tie-dyeing, and clearly explain the processes involved. Drawing is of a satisfactory standard, and a few of the highest attaining pupils have a good sense of proportion and perspective. However, most KS1 pupils do not make enough use of shading techniques to show light and shade and to give depth. Pupils have a good understanding of the notion of an artist, and in a lesson seen during the inspection, where they were considering some of the work of Mondrian, pupils showed a good appreciation of the main stylistic features of the pieces they were studying.
59. KS2 pupils make significant gains in their knowledge and understanding of the work of well-known artists. They understand that an artist's style is individual and distinctive. Older pupils have very successfully compared and contrasted the styles of William Morris and Gustav Klimt, and have produced very attractive designs on paper and fabric, based on the work of William Morris. Pupils use pencils, crayons and pastels effectively for mark-making, and their drawing skills are well developed. Drawings of gas masks show that pupils pay very good attention to detail, and try hard to use shading techniques to add depth to their work. Pupils have good opportunities to work with different sized brushes when painting, and their pictures are often carefully detailed and sometimes very delicate. Pupils use colour-washes well, and have a good appreciation of how to combine colours to create different effects. Pupils have some experience of using air-drying clay and 'mod-roc', but other opportunities for working in three dimensions, are limited.
60. Pupils have very positive attitudes to work, and always give of their best. They have very good levels of concentration and perseverance and high levels of imagination and creativity. They listen carefully to their teachers' explanations and instructions, and this enables them to work independently once the task has been explained. Pupils select resources themselves and make well informed choices about how to proceed, within the parameters set by the teachers. Pupils of all ages and levels of attainment enjoy art activities, and are enthusiastic in their work. Pupils' behaviour is

excellent and has a positive impact on their progress.

61. The teaching of art is good throughout the school, and is very good at the ends of both key stages. Teachers have good subject knowledge and plan and prepare stimulating and challenging activities that enable the pupils to make good progress and achieve their full potential. Teachers have high expectations of what the pupils should and can achieve, which they convey to the pupils. Introductory discussions are very valuable in imparting information to the pupils, and enabling teachers to stretch the highest attainers and support the lowest attainers through use of carefully phrased questions. Although teachers provide opportunities for pupils to practise newly acquired skills, insufficient use is made of sketch books for this purpose. More use of sketch books for preparatory work would enhance pupils' progress further. Pupils are encouraged to use computers to support their learning whenever possible, and some good examples of computer generated designs were seen in the Year 6 class during the inspection.
62. The subject is well led by the co-ordinator who has a good overview of teaching and learning throughout the school. Resources are satisfactory, although there is a shortage of large prints of the work of well-known artists, and art books. The accommodation is cramped, and this has an adverse effect on pupils' learning, and constrains teachers' organisation of their classes. The school offers two after-school activities, one run by a teacher and one by parents, both of which are well attended and popular. The school does not currently make use of artists in residence, although this is a proposed area for future development. The good features described in the previous inspection report have been successfully maintained.

Design and technology

63. Pupils of all ages and levels of attainment, including those who have special educational needs, make good progress. They acquire and develop a good range of skills, and work with a variety of media including food, textiles, wood, clay, card and junk materials. Pupils are encouraged to be creative in their work, and their progress is enhanced by the good quality of teaching and their own very positive attitudes to the subject.
64. KS1 pupils learn an appropriate range of skills including sewing, cutting, sticking, cooking and drawing. They make sensible decisions about the materials and methods to use. They draw pictures to show what they would like to make and older pupils evaluate the finished products and give simple suggestions about how their work might be improved. A good example of a designing and making activity was undertaken by KS1 pupils when they constructed a large display linked to the houses in the area surrounding the school.
65. As they move through KS2, pupils become more familiar with the design process. They improve their sketches by making them neater and including labels. They become competent at carrying out research prior to designing, for example, using books and the Internet to find out about the construction of slippers before making their models. Pupils develop from working independently to working collaboratively. Their making skills become more refined as a result of carrying out focused practical tasks, and the quality of their finished products is noticeably better as they move through the key stage. Where necessary, pupils confidently apply finishing techniques such as painting, to add quality to their product. Good examples of this

were seen in the Year 3/Year 4 class where pupils were designing and making suitable packaging for their "Millennium" marvels sweets.

66. Pupils have very positive attitudes to design and technology. They enjoy making things and take a pride in the finished result. They try hard to achieve success. Pupils are interested in designing and making, and often show good levels of imagination in their work. They use tools safely and with care. At the end of lessons they show good levels of responsibility when tidying away. Pupils co-operate well with each other and with the adults present. They are willing to share, take turns and are quick to offer to help one another. Behaviour in lessons is excellent and contributes to the smooth running of lessons, and the good progress made by all pupils.
67. The quality of teaching is good overall. Individual lessons are well planned and learning objectives are clearly stated. Teachers are well organised and activities are interesting and enjoyable. Very good use is made of learning support assistants and parent helpers to support pupils with special needs and to work with individuals on more complex tasks. Teachers have high expectations of the pupils, especially at the end of KS2, where pupils are expected to take high levels of responsibility for their own learning. Teachers use an effective system for assessing pupils' attainment, but do not always use the information they gather sufficiently when planning the next stage of pupils' learning.
68. Since the last inspection, the standard and range of work in design and technology have improved, and pupils make better progress than they did. The quality of teaching is better than it was, and the school now has a scheme of work in place to guide planning. The design and technology after-school club, which had only just started at the time of the last inspection, is still running.

Geography

69. Pupils of all ages and levels of attainment make good progress in geography as they move through the school. Topics are carefully selected to ensure that pupils receive a broad and well balanced curriculum, and very good use is made of visits to support pupils' learning. Pupils' progress is greatly enhanced by good quality teaching and their own very positive attitudes to the subject. Pupils have good opportunities to use and apply their literacy and numeracy skills in their geography work, and older pupils make good use of computers to research topics using the Internet and CD ROMs. The subject successfully promotes aspects of pupils' spiritual, moral, social and cultural development, such as when pupils compare different lifestyles and customs, or when they consider natural disasters such as earthquakes, or moral issues such as pollution and endangered species.
70. KS1 pupils have a good knowledge of the local area. They have recently carried out a study of the immediate locality, and have produced a good quality map, showing the main natural and manmade features and landmarks they have observed. In their ongoing work, pupils are considering the benefits and disadvantages of living on an island, and have considered the differences and similarities between rural life in Acton, and life on an island in Scotland. Older pupils have a good knowledge of the location of main cities in Great Britain and, through their study of maps, they are gaining an awareness of the relative size and position of different continents. Most pupils have a good knowledge of weather patterns and conditions which they appropriately link to the different seasons of the year. They understand the

importance of the balance of sunshine and rain for the growth of plants and crops, and know that extremes of weather, such as severe storms, can cause danger to people and damage to property.

71. KS2 pupils carry out an in-depth study of the local River Weaver, and trace it from its source to the sea. Older pupils have a very good appreciation of how the course of a river is determined by the land over which it flows, and explain how rivers are forced to twist around some natural features, such as large rocks, and how they gather sediment, small stones and rocks as they force a pathway through less resistant obstacles. The highest attainers in Year 6 explain the process of erosion, and use very specific geographical vocabulary when describing their recent river study work. As they move through KS2, pupils successfully extend their understanding of their own locality, and gain a good awareness and appreciation of life in the contrasting locality of Pakistan. Pupils draw effective and valid comparisons between the lifestyles of people living in Pakistan and those living in Great Britain. They understand that climate and socio-economic factors have a big impact on how people spend their working and leisure time, and appreciate that differences in culture and tradition, such as those dictated by religion, also have an impact on lifestyle.
72. Pupils in both key stages have very positive attitudes to work. They are highly enthusiastic, well motivated, and keen to take a full and active part in all activities. As they move through the school they develop a good range of geographical skills, and when carrying out field-work, observe carefully, and report their findings accurately. Pupils of all ages make good use of secondary evidence, such as photographs and maps, to enhance their learning, and they make effective use of books for research. Pupils take pride in the presentation of their written work which is always neat, and often accompanied by attractive diagrams and drawings. Pupils' behaviour is excellent, and enables lessons and activities to proceed at a good pace without interruption.
73. Teaching is good in both key stages. Topics are well chosen to ensure that as pupils move through the school they receive a broad and well balanced curriculum which addresses the main areas of the National Curriculum programmes of study. The very good use of visits to places of interest in the local area ensures that pupils have valuable opportunities to develop important, practical, geographical skills. Teachers have a secure knowledge of the subject, and enthuse the pupils. Discussions are used well to draw out the main teaching points, although there are times when discussions are a little too long, and insufficient time is allowed for pupils to record their ideas. Good use is made of resources to enhance teaching and learning.
74. The subject is well led by the co-ordinator who has a good overview of teaching and learning throughout the school. Resources are adequate overall, although there is a shortage of reference books and maps of different scales and perspectives. The accommodation for the Year 1 class is unsuitable. The Year 1 pupils have no permanent classroom, and are taught in either the hall or a corridor area. Despite the teacher's best efforts, this makes it very difficult when using resources such as wall maps, and the ongoing distractions in both locations hinder effective learning. Overall standards and progress have improved since the time of the last inspection.

History

75. Pupils throughout the school, including those with special educational needs, make

good progress in history. The good features described in the previous report have been successfully maintained and in some cases improved further, and history continues to be an important part of the school's curriculum.

76. KS1 pupils have a growing awareness of the passage of time, and accurately sequence important events that have occurred in their own lifetime. They recognise the changes that occur as people age, and understand the different relationships within families, for example, they know that their parents' parents are their grandparents. Pupils have compared toys from the past with their own toys, and appreciate the factors that have contributed to changes in design and materials. As part of their studies, pupils have considered the work and lives of some famous people such as Florence Nightingale and Mary Seacole. This work has given them insight into the effect of war, and into the conditions that prevailed in the hospitals of the time.
77. KS2 pupils study contrasting periods of history, and have a good knowledge and understanding of the eras they have studied. They make good use of artefacts, photographs and reference books, and older pupils make a clear distinction between primary and secondary evidence. Through their work about World War II, pupils have gained insight into the traumas of wartime. They have a good knowledge of how people lived during the war, and have written lively accounts about the 'Blitz'. Pupils have a good sense of chronology, and the highest attainers understand the notion of cause and effect, and have grasped the idea of how the course of history can be altered by the decisions and actions of individuals.
78. Pupils' attitudes to history are very good. Pupils show interest and enthusiasm in their work. They particularly enjoy practical activities, examining artefacts, visiting places of interest and participating in presentations from outside speakers. Pupils have very high levels of motivation and their behaviour is excellent. They co-operate well and show independence in thought and research. They respond well to adults, listening carefully in lessons and sharing ideas and questions sensibly.
79. Teaching is good overall. Teachers prepare interesting activities which have clearly stated learning objectives, and which take account of pupils' previous learning. Good use is made of practical resources which bring lessons to life, and which enhance pupils' understanding of the value of historical evidence. Teachers encourage pupils to work both independently and collaboratively when carrying out research, and good links are made with other subjects. The pupils' history work contributes well to the provision for pupils' social and cultural development, as pupils gain insight into living conditions during World War II, and discuss the morality of war. Teachers have a secure knowledge of the subject.
80. The good features described in the previous inspection report have been maintained, and pupils continue to make good progress.

Music

81. Pupils throughout the school make good progress in music, and enjoy taking part in a wide range of stimulating activities which successfully promote aspects of performing, composing and appraising. The good features described in the previous inspection report have been maintained, and music continues to play an important part in the life of the school.

82. KS1 pupils enjoy singing, and older pupils sing rhythmically and tunefully. Pupils name and recognise a variety of musical instruments, and Year 2 pupils, as part of their topic about 'My World' have drawn their favourite instruments and considered how and why different instruments produce different sounds. When appraising music, pupils distinguish between sounds that are high/low, fast/slow and loud/quiet. During the inspection, Year 1 pupils successfully used percussion instruments to reproduce sounds they had heard when on a short walk in the area. Older pupils have a good understanding of the need for notation to record their compositions, and follow pictorial and graphical notation well, observing pauses, and taking their entrance cues from the 'class conductor'. As they move through the key stage pupils develop good listening skills, and make good use of a wide vocabulary to express their ideas when appraising the music of well-known composers and that of their classmates. Most KS1 pupils are confident and competent performers.
83. KS2 pupils sing tunefully and maintain simple parts in rounds. They have a very good sense of rhythm, and copy and generate repeated rhythmic patterns to accompany their singing and compositions. They are keen and confident performers who enjoy taking part in end of term productions. Pupils' composing skills develop well as they move through the key stage, and older pupils produce well considered pieces that are rhythmic, well balanced, and pleasing to listen to. Pupils have a good knowledge of instruments and the sounds they produce, and, in their composition work, they try hard to match the instrument to the particular sound they wish to convey. When appraising music, pupils listen very attentively, and express their ideas about what they hear clearly and succinctly. They describe the main musical elements, picking out changes in pitch and tempo, and responding to the mood the music evokes.
84. Pupils of all ages and levels of attainment have very positive attitudes to music which enhance their progress. They enjoy the subject, and their performances are enthusiastic and often energetic. Pupils have high levels of confidence, and are keen to share and perform their work with their classmates. They are appreciative of the efforts of others, and listen attentively. Pupils throughout the school work very well together in small groups. Behaviour in lessons is excellent.
85. Teaching in music is good. Teachers enthuse the pupils and encourage them to be confident performers. They provide many good open-ended opportunities which enable pupils to demonstrate their imaginations, and which successfully combine aspects of composing, appraising and performing in their lessons. Activities support pupils' spiritual, moral, social and cultural development well, although there is further scope for raising pupils' awareness of the music of non-European cultures.
86. The subject is well led by the co-ordinator. Although resources are adequate, there are not enough multi-cultural or tuned percussion instruments. This is partly because of storage problems. At present instruments are stored centrally in the hall, but this creates a hazard when the hall is used for physical education activities. The school offers a music club for pupils which is well attended. Pupils have the opportunity to learn how to play the piano, clarinet, flute, keyboard, saxophone or violin, although this is not subsidised by the school.

Physical Education

87. Pupils make good progress in physical education, and benefit from a broad and

well balanced curriculum which reflects all areas of the National Curriculum programmes of study.

88. In gymnastics and dance, KS1 pupils successfully control their body movements to represent moods, feelings and colours. They travel in a variety of ways and are starting to combine the movements to form a sequence. Pupils have a good awareness of space, and are well co-ordinated. They change the direction, speed and level of their movements to add variety to their work, and hold balances for a good amount of time. Pupils work confidently on apparatus, and try hard to make their movements neat and well defined. They are confident and competent performers, who plan their work thoughtfully.
89. In KS2, pupils extend the range of basic gymnastic skills which they can perform with confidence. Older pupils include backward rolls and complex balances into their sequence of movements and are performing at a level above that expected for their age. Pupils control their movements well when working at different speeds. They make a clear distinction between curling and stretching movements, and use apparatus well to demonstrate the ideas they have practised during 'floor-work' time. Pupils are well co-ordinated and most perform their movements with high levels of skill, agility and fluency. In dance, pupils listen carefully to the music, and respond appropriately to what they hear. Their movements are rhythmic, and often imaginative.
90. All pupils enjoy physical education lessons and their response is good, and often very good. Pupils have very positive attitudes and they are always prepared to give of their best and try hard to improve their performance. Relationships are excellent and this has a positive effect upon rates of progress and levels of attainment. Pupils respond sensibly when invited to comment upon other pupils' gymnastic sequences and accept constructive criticism of their own performances in a positive way. They work very well in pairs, groups and small teams with very good levels of self-discipline.
91. The quality of teaching is consistently good and often very good. Teachers have high expectations which are reflected in the pupils' rates of progress in acquiring skills and improving their performances. All lessons are well planned with clear learning objectives. Relationships are excellent and teaching styles are encouraging, supportive and friendly. There is much enjoyment in physical education lessons and this is due to the expertise of the teachers and the way in which they value the pupils' contributions, and encourage them to do even better. Some lessons are taught by the co-ordinator and this has a very positive impact on standards and enables him to maintain a good overview of the subject.
92. In addition to the elements outlined in the National Curriculum documents, the school offers pupils a wide variety of games activities. An impressive feature of the school is the excellent range of extra-curricular clubs for sporting activities, and the open access given to these for pupils of all ages and levels of attainment. The success of these arrangements is that not only do boys and girls attend the practice sessions but they represent the school in mixed teams in a range of sports. These clubs and activities give pupils the opportunity to apply their personal skills in a competitive environment and develop the skills necessary to be an effective member of a team. The success of these clubs owes much to the enthusiastic lead given by both teachers and parents.

93. The subject is very well led by the co-ordinator who has an excellent overview of teaching and learning in the subject. Resources are generally good, although the storage of equipment poses a problem. The accommodation is good, in that the school has a good sized hall, and spacious outside areas. However, the use of the hall as a temporary class base reduces its availability, and the storage of general equipment, and tables and chairs for dinners, considerably reduces the available floor-space and poses a threat to pupils' health and safety in physical education lessons.

PART C: INSPECTION DATA

94. . SUMMARY OF INSPECTION EVIDENCE

- A total of 41 hours 25 minutes was spent observing classes, sampling pupils' work and talking to pupils.
- All subject co-ordinators and teachers with specific areas of responsibility were interviewed.
- A sample of registration periods was observed in both key stages.
- Pre-inspection meetings were held with the staff, governors and parents.
- Discussions were held with the headteacher.
- Parts of some extra-curricular activities were observed.
- Samples of pupils' work were scrutinised across all year groups.
- Pupils from each year group were heard reading aloud.
- An additional meeting took place in the week of the inspection with the Chair of Finance.
- Frequent discussions took place with pupils of all ages about their learning, achievements and views on aspects of the code of conduct.
- Inspectors took their meals with the pupils and observed lunchtime behaviour.
- Playtimes were observed and enabled informal discussions with pupils.
- Inspectors attended assemblies for both key stages.
- Additional documentation was scrutinised including long-term curriculum planning and some finance documents.
- An inspector made a detailed tour of the site to inspect the accommodation.

1. DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	143	2	18	8

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	7
Number of pupils per qualified teacher	20

Education support staff (YR - Y6)

Total number of education support staff	3
Total aggregate hours worked each week	54

Average class size:	29
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Financial data

Financial year:	1998/99
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	£
Total Income	258,105
Total Expenditure	242,847
Expenditure per pupil	1,772
Balance brought forward from previous year	29,520
Balance carried forwards to next year	44,778

PARENTAL SURVEY

Number of questionnaires sent out:

106

Number of questionnaires returned:

75

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	33	56	5	3	3
I would find it easy to approach the school with questions or problems to do with my	44	52	1	1	1
The school handles complaints from parents well	19	47	27	7	1
The school gives me a clear understanding of what is taught	24	57	13	5	
The school keeps me well informed about my child(ren)'s progress	29	59	8	4	
The school enables my child(ren) to achieve a good standard of work	36	56	7	1	
The school encourages children to get involved in more than just their daily lessons	32	64	3	1	
I am satisfied with the work that my child(ren) is/are expected to do at home	31	59	7	4	
The school's values and attitudes have a positive effect on my child(ren)	35	57	4	3	1
The school achieves high standards of good behaviour	47	48	3	3	1
My child(ren) like(s) school	55	39	4	3	