

INSPECTION REPORT

CUDDINGTON PRIMARY SCHOOL

Cuddington

Northwich

LEA area: Cheshire

Unique reference number: 111059

Headteacher: Mrs. R. Laidlow

Reporting inspector: Mr. C.D.Loizou
18645

Dates of inspection: 7 - 11 February 2000

Inspection number: 188115

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Ash Road Cuddington North Northwich Cheshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. E.G. Hawker
Date of previous inspection:	24 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr. C.D.Loizou	Registered inspector	Mathematics Information technology Music	How high are standards? How well are pupils taught? How well is the school led and managed?
Mr. R. Folks	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs. L. Short	Team inspector	Areas of learning for those children under five Science Design and technology Physical education Religious education	
Mr. M. Mackay	Team inspector	Special educational needs English Art Geography History	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Cuddington, which is approximately six miles from the town of Northwich in Cheshire. The school is an infant and junior school of average size with 193 pupils on roll. There is a privately run nursery operating in the school and a *Network Club* which caters for pupils before and after school hours.

Seventeen per cent of the pupils are on the school's special educational needs register and at the time of the inspection none have a statement of special educational needs. All the pupils come from homes where English is the main language. The pupils are admitted to the school in the reception class at the beginning of the year in which they become five years of age. The pupils' attainment on entry to the school is above that found nationally.

HOW GOOD THE SCHOOL IS

This is an improving school which has sustained high standards in English, mathematics and science. There is good teaching in the early years, in Key Stage 1 and parts of Key Stage 2. Standards are improving in Key Stage 1 so that the pupils build on the very good start made in the reception class. There is a strong and effective partnership with parents and the local community. The school gives satisfactory value for money.

What the school does well

- Pupils in Key Stage 2 achieve high standards in English, mathematics and science.
- The youngest children in the reception class receive a good standard of education and achieve well.
- The teaching in Key Stage 1 and in parts of Key Stage 2 is usually good and sometimes very good.
- The quality of teaching was good or very good in forty-six per cent of lessons.
- The school has established very good links with parents and the local community. The parents support the school very well.
- The pupils, staff, governors and parents have been involved in an excellent environmental project aimed at improving the school grounds.

What could be improved

- The behaviour of a small number of pupils in Key Stage 2.
- The way that teachers monitor standards and use the information to plan future work.
- The procedures adopted by the school when covering for staff absence should be aimed at minimising the disruption to the pupils' learning.
- The mathematics and science work provided for higher attaining pupils in Key Stage 1.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress in addressing most of the weaknesses highlighted in its last inspection in 1996. It has managed to improve curriculum planning and all statutory curriculum requirements are now met. Standards have been maintained since the last inspection, especially in Key Stage 2 where the high standards in the core subjects of English, mathematics and science have been maintained. Pupils in both key stages now make good progress in art and information technology and they make satisfactory progress in all other subjects including the core subjects. There is room for improvement in Key Stage 1 where higher attaining pupils are not achieving the higher standards expected of them. The quality of teaching has improved with all teachers having a better understanding of the programmes of study set out in the National Curriculum. The role of subject co-ordinators is

now more clearly defined so that the teachers who have responsibility for the management of a subject support their colleagues and maintain resources successfully. However, the school does not sufficiently monitor standards or behaviour across the school and has only just started to collate information and keep more accurate records of pupils' achievements.

STANDARDS

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

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

The results of the 1999 national tests for eleven-year-olds show that the pupils' achievement in English, mathematics and science was well above the national average and also well above average when compared with similar schools. In mathematics and science the scores were in the highest 5% nationally and in English they were well into the upper quartile of schools nationally. The results exceeded the school's own very conservative targets for all subjects. The number of pupils taking the tests each year is approximately 25 and very few were on the school's special educational needs register.

Inspection evidence confirms that the teaching is stronger now in Key Stage 1 and is beginning to address the issue of the under-achievement of higher attaining pupils. In Key Stage 2 standards are above average in English, mathematics and science so that the school has maintained the high standards evident in previous national tests. However, the inconsistent application of the school's discipline policy in Key Stage 2 and the disruption caused by staff absence in Year 6, are having a negative effect on achievement in some lessons. Standards have risen in art and information technology where the pupils make good progress. In the other subjects they make satisfactory progress. In religious education the pupils at the end of both key stages meet the expectations set out in the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory overall. The pupils try hard and participate enthusiastically in most lessons. A small number of pupils in Key Stage 2 sometimes demonstrate negative attitudes to learning in some lessons.
Behaviour, in and out of classrooms	The majority of pupils behave very well, are polite and courteous. Unsatisfactory behaviour in some lessons in Key Stage 2. A minority of pupils do not respond to the school's discipline policy.
Personal development and relationships	The pupils' personal development and relationships are satisfactory. Some pupils lack the self-discipline to take initiative or personal responsibility.
Attendance	Good. There is no unauthorised absence.

The pupils enjoy coming to school and attendance levels are high compared with the national average. The pupils are eager to learn and enjoy talking about their work and achievements. They are polite, considerate and friendly but a small minority of pupils in Key Stage 2 undermine the achievements of others when they distract or behave in a way that disrupts the teaching and learning in some lessons. They sometimes interrupt other pupils when they answer questions during discussion sessions. The behaviour and attitudes of the pupils in the reception class, and in Years 1,2 and 5 is usually good.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall with some good features in the planning and preparation of lessons. In ninety-four per cent of the lessons observed the teaching was satisfactory or better and it was good or very good in forty-six per cent of lessons. Six per cent of teaching was unsatisfactory. The quality of teaching has improved since the last inspection, especially for children under-five in the reception class and in Key Stage 1 where the majority of the teaching is good overall with some very good features. In these lessons the pupils respond positively to the high standards the teachers set for their behaviour and achievement. In Key Stage 2 the teaching is satisfactory overall, with some unsatisfactory teaching which affects the behaviour and attitudes of the pupils. In Year 5 it is usually very good. In Key Stage 1 most lessons start from the same point for all pupils and do not always stretch the more able. In other parts of Key Stage 2, some pupils are not aware of the behaviour that is expected of them and do not respond to the initial warnings given by the teachers. Their behaviour is unsatisfactory in some lessons. In the more successful lessons the teachers keep control by applying sanctions or by praising pupils who are very well behaved.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The children under-five and the pupils in Key Stage 1 are provided with a good range of learning opportunities. In Key Stage 1 and Key Stage 2 there is a good, relevant and broad curriculum. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	The pupils make satisfactory progress. Good use is made of learning support assistants and parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The pupils' personal and spiritual development is satisfactory overall. Their moral, social and cultural development is good. The school's ecology and environmental project is a successful and strong feature of the school as it is making a significant contribution to the community.
How well the school cares for its pupils	Satisfactory overall but not as effective when monitoring standards or the pupils' personal development.

The curriculum for the under-fives in the reception class is good. In Key Stage 1 there are good opportunities for the pupils to experience relevant activities to enable them to make good progress. Across the school the basic skills of numeracy and literacy are taught effectively. Teachers plan their lessons well but the systems for gathering assessment information and monitoring standards are underdeveloped. Assessment information is not always used to plan future lessons or used sufficiently to match the work set to the different capabilities of the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good working relationships between governors, headteacher and staff. Senior staff manage their subjects and they support other staff well. Governors visit the school regularly to monitor the quality of education. The arrangements for covering staff absence are unsatisfactory. The headteacher does not take an effective role in improving the behaviour of some pupils in Key Stage 2.
How well the governors fulfil their responsibilities	Governors fulfil all of their responsibilities and actively support the school.
The school's evaluation of its performance	Monitoring visits by governors help to analyse the needs of the school and the performance of the pupils. This is not sufficiently focused on standards of attainment or behaviour.
The strategic use of resources	Good use is made of resources to support teaching and learning but the decision to house the Year 4 pupils in the de-mountable classroom limits the pupils' access to the main part of the school. Computers are used well to support learning across the curriculum.

The leadership and management of the school is satisfactory overall with good financial management. The management and application of the school's behaviour policy for some pupils in Key Stage 2 is ineffective. The school development plan sets out clear priorities and governors are well placed to evaluate the future needs of the school. There is a good range of learning resources, including the deployment of computers across the school. The adequacy of accommodation is very good but the school has decided to locate the Year 4 class in a separate de-mountable classroom to give space to the private nursery and out-of-school Network Club. This limits the Year 4 pupils' access to the main part of the school. Financial planning and the direct involvement of the governors in managing the school demonstrate a clear commitment to applying the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are making good progress. • The quality of the teaching. • They can approach the school and are made welcome. • The school sets high expectations. • The school is well led and managed. • Parents are involved in the school. 	<ul style="list-style-type: none"> • The provision for homework is inconsistent. • The information provided by the school. • The management of supply teaching in the Year 6 class. • The provision for extra-curricular activities.

The inspection findings support most of the parents' positive views of the school. However, the inspectors judge that the pupils in Key Stage 2 make only satisfactory progress because the behaviour of some pupils could be better. Inspectors agree that homework is inconsistent across the school but on the whole it is well organised. Inspection findings judge that the arrangements for temporary teachers in the Year 6 class are unsatisfactory. Inspection findings indicate that there is a good range of extra-curricular clubs and activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Last year's end-of-key stage tests (1999) for eleven-year-olds show that the pupils performed very well in English, mathematics and science. The results show that standards were well above average for all three subjects compared with national standards and also when compared with similar schools. The scores were in the highest 5% nationally. This high standard of attainment has been sustained since the last inspection and the school has managed to improve its test results year on year since 1996. Both boys and girls achieve high standards at the end of Key Stage 2, although in mathematics girls have made more improvement than boys on average over the last three years.
2. The results of the 1999 tests for seven year-olds show that the pupils' performance in reading, writing and mathematics was below the national average. This is in contrast to previous years where the performance of the pupils was average in reading and mathematics and above average in writing. The proportion of pupils who reached the higher levels in writing and mathematics was below average.
3. The children enter the school with a good range of abilities and their attainment is above that found nationally. The children under-five are making good progress and are likely to attain the desirable learning outcomes by the age of five in all areas of learning. Reading standards in Key Stage 1 have improved since the introduction of the *National Literacy Strategy* and most pupils in Key Stage 1 have formed good reading habits and can express opinions about both fiction and non-fiction books. There is a lack of consistency in the pupils' handwriting and their writing is confined to a narrow range throughout Key Stage 1. Standards in reading, writing and mathematics are average. Inspection evidence indicates that the attainment on entry of the pupils who are currently in Year 2 was average (1997 baseline assessment information).
4. In the reception class the pupils make good progress in reading. They enjoy listening to stories and during the *Literacy Hour* they are beginning to identify letter sounds, rhyming words and all have begun to write their own names. Some of the children have a very good understanding of print and can distinguish between upper and lower case lettering. By the end of Key Stage 1 the majority of the pupils can speak in well formed sentences. They use a range of strategies, including phonics, and contextual cues when reading unfamiliar or new texts. The pupils in Key Stage 1 make good progress in reading and satisfactory progress in writing. The children in the reception class make good progress in reading, writing and mathematics. Some children who are under-five have begun early work on the *National Curriculum* in both literacy and numeracy lessons and are making good progress. By the end of Key Stage 1 standards in mathematics are average and the pupils have made satisfactory progress. Since the introduction of the *National Numeracy Strategy* the pupils have made good progress in their basic number skills. In some mathematics lessons higher attaining pupils make good progress when they are specifically targeted and challenged. However, in most lessons the number work starts from the same point. It is aimed at the average and below average pupils and the higher attaining pupils do not build on their prior learning. In science, teacher assessments and inspection evidence indicate that standards in Key Stage 1 are rising but that higher attaining pupils are under-achieving. Standards at the end of Key Stage 1 are average. Higher attaining pupils are not achieving the expected standards because most science lessons in Key Stage 1 are aimed at the average level of attainment in the class. These pupils are able to investigate and draw conclusions from their investigations and experiments but are not specifically challenged in most science lessons.
5. In Key Stage 2 inspection evidence indicates that standards of achievement in English, mathematics and science is above average by the time the pupils leave the school. There has

been some considerable disruption to the pupils' learning in Year 6 since the start of the school year because of staff absence. This has affected the progress of the pupils as the school has used a large number of supply teachers in an effort to establish continuity for the class. In spite of this, most of the pupils are likely to achieve the expected standards for eleven year-olds in the core subjects. But the uncertain and irregular pattern of teaching provided since the beginning of the year has affected the behaviour and attitudes to learning of some pupils. Throughout Key Stage 2 the pupils make good progress with their reading and writing. The pupils can use reference charts and indexes to locate information in books and on a computer. Writing is well presented and handwriting is well formed in a consistent joined style. The pupils demonstrate a good understanding of grammar in their unaided and extended writing. The large majority of the pupils throughout Key Stage 2 speak clearly and are able to understand complex texts reflecting their broad reading experiences and range of vocabulary. Spelling is well taught across the school and this is having a very positive effect on the quality and standard of writing by the time the pupils reach the end of Key Stage 2. In both key stages literacy skills are well used to support reading and writing in other subjects.

6. In mathematics and science, standards are average at the end of Key Stage 1 and well above average at the end of Key Stage 2. Higher attaining pupils are making better progress in Key Stage 2 because the teaching usually prepares work that is matched to the abilities of all the pupils in the lessons. In Key Stage 1 the mathematics and science lessons usually start from the same point for all pupils, they make satisfactory progress but higher attaining pupils are not always provided with more challenging work. In some Key Stage 2 lessons the pupils' progress is sometimes interrupted by low levels of persistent disruption caused by a minority of pupils who lack the self-discipline to sustain concentration for extended periods of time. In Year 5 the pupils are all making good progress because the expectations set for both behaviour and achievement are high and consistently applied by the teacher. In Years 3 and 4 the school's policy for managing the pupils' behaviour is sometimes ineffective. In Key Stage 2 the pupils successfully use their mathematical skills to record and investigate their science work. They also use computers to record and present data.
7. The contrast in test results between the two key stages has prompted the school to review the teaching in Key Stage 1. Standards have improved since last year's disappointing test results and the school recognises that the needs of higher attaining pupils in Key Stage 1 need to be addressed more specifically. In Key Stage 2 the progress that pupils make is variable. There is a direct link between the most effective teaching and the behaviour and attitudes to learning demonstrated by the pupils. In Year 5 the most effective teaching is having a positive effect on behaviour and achievement. In other classes in Key Stage 2 it varies. In Year 6 the standards achieved by the majority of pupils are high, but achievement is being affected by the lack of continuity of teaching as a result of staff absence this year.
8. Standards in information technology have improved since the last inspection, the pupils make good progress and attainment is average at the end of both key stages. In religious education the pupils reach the standards set out in the *Locally Agreed Syllabus* by the age of eleven. The pupils make good progress in art throughout the school and in other subjects of the *National Curriculum* they make satisfactory progress. The pupils with special educational needs make satisfactory progress. They receive support in literacy and numeracy and class teachers are monitoring their progress regularly.

Pupils' attitudes, values and personal development

9. The majority of pupils have positive attitudes and this is satisfactory overall. The pupils enjoy going to school, show interest in the life of the school and take a full part in the extra-curricular activities and trips provided. The behaviour of some pupils in a small number of lessons is unsatisfactory. This is in Key Stage 2 where in some lessons the expectations set for behaviour are not made clear. In Year 5 the teaching is having a very positive impact on the attitudes and behaviour of the pupils because it sets clear parameters and sets high expectations for both behaviour and standards of work. Personal development and relationships are satisfactory.

10. The pupils are keen and eager to take part in the life and activities of the school and the effective links between home and school make an important contribution to this. Behaviour in and around the school is satisfactory. At playtimes, although there is a lot of energetic and sometimes exuberant behaviour, there is never any evidence of harassment or bullying. However, in some lessons there is a small but significant amount of low-level disruption by some pupils. These pupils did not seem to be aware of the effect that their actions were having on the other pupils because they did not respond to the warnings given by the teachers. This was not evident in Key Stage 1 and in Year 5 where the behaviour of all the pupils was consistently good. There have been no exclusions from the school. Pupils are involved in the life of the school and undertake monitor duties. They help each other and when asked will undertake responsibilities in the classroom. The pupils with special educational needs behave well and have positive attitudes towards their work. Generally, they participate successfully in the activities of the whole class and have good relationships with the staff and other pupils.
11. The pupils show respect for resources, property and displays. They tidy away at the end of lessons and play well with each other during break-times.
12. Attendance has been consistently above the national average for the last four years with unauthorised absences being lower than the national average. Registration is carried out promptly and efficiently and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is satisfactory overall. In ninety-four per cent of the lessons observed the teaching was satisfactory or better and it was good or very good in forty-six per cent of lessons. Six per cent of teaching was unsatisfactory. This is an improvement since the last inspection because almost all of the lessons are well planned. The teaching has adapted well to the requirements of the *National Literacy and Numeracy Strategies*. In both key stages the pupils are taught basic literacy and numeracy skills effectively. The most effective teaching sets high expectations for both behaviour and achievement. These lessons were more evident in the reception class and in Years 1, 2 and 5. Good teaching was also seen in other parts of the school. There is a direct link between the way that teachers deal with some disruptive behaviour from a small number of pupils, especially in Key Stage 2, and the quality of learning. The most effective teaching, where it is good or very good, sets clear parameters so that all the pupils understand what is expected of them. In a small number of lessons including those where the teaching was found to be unsatisfactory, the teaching did not use effective strategies to improve the pupils' behaviour and attitudes to learning.
14. The quality of teaching for pupils under five is good in all the areas of learning with some very good teaching. Baseline assessment is carried out at the beginning of the year and the use of ongoing assessment is good and used well to plan suitable work for the children. The reception staff show good understanding of how young children learn. Very good use is made of the classroom assistant to support group activities and she makes a significant contribution to teaching and learning. The scrutiny of planning and inspection observations show good coverage of all aspects of the *Desirable Learning Outcomes*, although provision for physical development is restricted by the lack of outdoor facilities for this age group. The curriculum links to the *National Curriculum* where appropriate and so provides good continuity and progression for pupils of reception age. There was no judgement on the quality of teaching of the under fives in the previous report.
15. The teaching in the rest of Key Stage 1 is good overall. In Years 1 and 2 the teachers set clear learning targets and they expect a high standard of behaviour and achievement from the pupils. All the pupils understand what is expected, they know for example, that they should not call out or interrupt other pupils when they are answering questions or during class discussions. Very good relationships exist between the teachers and the pupils and most lessons have good pace and development so that the pupils build on previous learning experiences. The planning

takes account of all the programmes of study set out in the *National Curriculum* and the *National Literacy and Numeracy Frameworks*. In most lessons the learning objectives start from the same point for all pupils. This is successful in reinforcing previous knowledge and understanding but it does not always help higher attaining pupils to make progress. For example, science lessons are usually aimed at the whole class with work sheets provided that are similar for all abilities. In English lessons the teaching is effective in promoting good reading habits and provides many opportunities for the pupils to discuss and present their ideas orally. The main weakness is in the range of writing that the pupils experience. In mathematics, some lessons provide opportunities for higher attaining pupils to extend their knowledge and understanding further as the pupils are provided with some extension activities.

16. In Key Stage 2 the teaching is satisfactory overall with some strong and effective teaching in Year 5. The teaching varies between unsatisfactory to very good but is mainly satisfactory. The most effective teaching sets high expectations for both behaviour and achievement. In these lessons the teacher makes it clear to all the pupils what is expected and how to respond during class discussion and when working independently. The least effective lessons, these accounted for approximately one in ten lessons in Key Stage 2, did not deal with some inappropriate behaviour coming from a small number of pupils. This in turn affected the pace of the teaching as the teacher has to keep on reinforcing or reminding some pupils how to respond properly to questions or not to interrupt others during independent and group work. In Year 5 the teaching is strong because the teacher has high expectations of the pupils and effective strategies for controlling the class. A small number of pupils in Key Stage 2 are not aware of the impact of their behaviour on other pupils. The school's *Assertive Discipline Policy* is proving to be ineffective when dealing with a small number of pupils. Given that Key Stage 2 has a good reputation for high achievement, especially in national tests, the cumulative effect of the ineffective management of some pupils' behaviour has the potential to hold back achievement in some lessons. Some of the satisfactory teaching in Key Stage 2 deals with the pupils' level of concentration and independence. The most effective teaching does not allow the pupils' concentration to stray off task and very few warnings are given before sanctions are applied. The level of independence amongst some of the pupils in Key Stage 2 is unsatisfactory.
17. The teachers have a secure understanding of the subjects they teach. This is having a positive impact on the way that the pupils present their work. Most lessons begin with carefully directed instructions and resources are well used to support the pupils' learning. The school has begun to collect information about the pupils' achievements and progress in individual pupils' records. Teachers and co-ordinators have only just begun to collate the information they have in order to inform or adapt future curriculum planning. Most of the planning is taken from *National Curriculum* schemes of work but the teachers and subject co-ordinators have not devised systematic procedures to record the pupils' progress and to use this information to prepare work which is more closely matched to the different range of abilities in each lesson.
18. The pupils with special educational needs make satisfactory progress and the school prepares individual plans so they receive focused support in literacy and numeracy. Good use is made of learning support assistants and parents in lessons to help individuals during whole class lessons and during more guided independent work. In one mathematics lesson in Year 1 for example, the teacher makes very good use of volunteer parents who help groups and individual pupils with their number work.

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

19. There is a broad and balanced curriculum. The curriculum meets statutory requirements and offers the pupils a good range of learning opportunities. The curriculum for the children in the reception class who are under the age of five, for example, provides a good range of interesting

and relevant activities based on the *Areas of Learning* for children under-five. However, the school does not have a secure outdoor play or any large outdoor play equipment.

20. The school has improved the curriculum for Key Stages 1 and 2 since the last inspection. It has introduced policies and schemes of work to guide the teaching in all subjects. However, the school has only recently implemented many of the schemes of work and has not yet fully adapted them to meet the needs of all of the pupils. For example, some of the planning for lessons, derived from the current schemes of work, does not always meet the needs of the higher attaining pupils, especially in Key Stage 1. The curriculum at Key Stage 1 provides too few opportunities for the pupils to write in a sufficiently wide range of forms and for different purposes. The school has implemented the national strategies for the teaching of literacy and numeracy. A strength of the curriculum is the school's provision for art. The pupils are given a wide range of activities and are able to express their feelings and responses using many different media. The school has established good links between art and other subjects of the curriculum such as history. It also provides a three-day residential art and craft based course for the pupils in Year 4. The school makes very good use of the course to provide opportunities for the pupils to work with local artists on ambitious, large-scale projects.
21. The school provides a very good range of extra-curricular opportunities, particularly for the pupils at Key Stage 2. The sports activities it offers include football, rugby, gymnastics, netball and rounders. It also provides opportunities for some pupils to learn how to play musical instruments. It has a thriving art club, a folk dance club, an enterprise club and a very active *Eco club*. The latter has a wide membership that includes parents and members of the school staff, as well as pupils. Its members are dedicated to devising projects to improve the school and the local environment. The after-school activities are well organised and well attended. They have a significant impact upon the pupils' personal and social development. The school has good arrangements for meeting the needs of pupils whose parents require them to be supervised before and after normal school hours. It works closely with a private agency to provide good quality care and a range of interesting activities. The school also accommodates a private nursery. Whilst these arrangements benefit many of the pupils, it disadvantages those in Year 4 because they have to be housed outside the main building, in a de-mountable classroom. This limits the opportunities these pupils have to use, and benefit from some of the school's facilities, such as the library.
22. The school provides a good range of learning opportunities through its links with the local community. For example, it plans many visits to the local area to support the pupils' learning across the curriculum, including work in science, history, geography and art. It encourages visitors, including parents and friends of the school, into the classrooms to support the pupils' learning. It has strong links with other local primary schools and with the main secondary schools in the area. It makes arrangements, for example, for teachers from a local primary school to lead some of the school's acts of collective worship and for teachers from a secondary school to teach the Year 6 pupils before they transfer to the next stage of their education.
23. The school meets statutory curricular requirements, including provision for religious education. It does not always include in its assemblies opportunities for prayer or periods of quiet reflection.
24. Overall, the school has good arrangements for cultivating the pupils' personal development, including its moral, social and cultural aspects. The school sets aside time for pupils to discuss with their teachers, and with each other, a range of issues. The time is well used to help the pupils acquire a range of personal and social skills. The school makes satisfactory provision for the pupils' social and health education. For example, it uses the science curriculum to teach pupils about healthy life styles and the dangers of smoking. It provides adequate guidance to pupils in lessons on sex education and drug misuse.
25. The school's provision for the pupils' moral development is good. The teachers set exemplary standards that help the pupils to distinguish between right and wrong. As a result, there are

very few incidents of oppressive behaviour at the school. The headteacher's management of some pupils' behaviour is ineffective as there are some instances when behaviour is unsatisfactory in lessons in Key Stage 2.

26. The school provides well for its pupils' cultural development. The pupils acquire a broad knowledge and understanding of aspects of their own culture when they learn about the traditional literature of Britain, work with local artists and have opportunities to participate in folk dancing. The history curriculum is well constructed to help the pupils learn how their own culture has been influenced by the ancient civilisations of *Egypt, Greece and Rome*. The school makes effective use of lessons in geography to provide opportunities for the pupils to learn about the life and culture of non-European peoples. The school provides well for the pupils' social development because it offers a wide range of opportunities for the pupils to work with each other both in lessons and after school. It provides opportunities, too, for the pupils to work with adults when, for example, it arranges for local artists to work with them on collaborative projects and through the collaborative activities of the *Eco group*.
27. Through its art, music and religious education curriculum, the school provides satisfactorily for the pupils' spiritual development. There are opportunities for the pupils to explore the natural and man-made worlds and to express their feelings in a range of responses. The artwork on display, for example, shows the pupils responding to the beauty of the natural world when they fill large-scale canvases with their impressions of, and insights into, the beauty of the changing seasons. Their work on masks and *Chinese dancing dragons* shows their responses to the magic of human ritual, dance and drama.
28. The school is taking part in an excellent *Eco-Schools Project* (An ecological and environmental grounds project). The work of the *Eco club* also provides opportunities for the pupils to ask questions about their relationship to the world around them. This has a committee that includes pupils, teachers, non-teaching staff, governors and parents. They have carried out an environmental review of the school and prepared an Action Plan. This is monitored and evaluated by the pupils and is included in their curriculum work. This work has taken them out into the community, to the local sand quarry and nearby tip. They have undertaken litter picks both within the school and within the community and have a good understanding of recycling and the local environment. This is an excellent project. It fosters good citizenship, deals with personal, social and moral issues and involves the whole school.
29. The school promotes equal opportunity regardless of race, creed, gender or disability. Satisfactory support is provided for pupils with special educational needs. All pupils have the opportunity to take part in school activities, go on trips and join in extra-curricular activities. Higher attaining pupils in Key Stage 1 are not sufficiently challenged and do not have enough opportunities to achieve their full potential because most of the work is not specifically matched to their needs. Year 4 pupils do not readily have access to the same facilities in the school as the rest of the pupils and can be "at risk" when travelling between the temporary classroom and the main building. The school has allocated two of its classrooms for other uses and has chosen to deploy the Year 4 class in a de-mountable temporary building which has limited access to the main part of the school.
30. The school provides a wide range of educational visits. Visitors to the school together with other links with the community, make a considerable contribution to the pupils' learning. Educational visits are made to museums, places of environmental interest and theatres. Examples of these are the *DEVA Experience* at Chester, Walton Park and the Folk Dancers going to the *Eisteddfod* at Llangollen. All Junior pupils have the opportunity to go on a residential trip. These include an Art Workshop, and visits to *Beeston, Waddow* near *Clitheroe* in *Lancashire* and also to the *Isle of Man*. Visitors include Theatre Companies, Puppet Groups, artists and authors. The school has close links with the local church, *St. John's*. The vicar takes assemblies regularly and the school goes to the church to celebrate religious festivals. The church organist plays at concerts. Links with other denominations include the Methodist and Pentecostal Churches.

31. A number of local organisations make use of the school premises and grounds. They are the Scouts and Cubs who use the playing field, a Judo Club and a Line Dancing Club. A private nursery and *Cuddington Network Out of School Club* make use of two of the classrooms within the school. The school is well supported by local shops and businesses that help with fund-raising activities.
32. Links with local schools are good. A joint celebration for the Millennium is being prepared by both Primary Schools in the village at the moment. The close liaison with *Weaverham High School* helps considerably with the transition of pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Overall, the school provides satisfactory support, guidance and welfare for all of its pupils. This is reflected in the way that pupils conduct themselves in and around the school. It provides a safe and secure environment. Satisfactory support is provided for pupils with special educational needs.
34. The pupils are assessed on entry to the school. The results of the assessments are used effectively in the reception class to inform the planning of further work.
35. The school has satisfactory arrangements for assessing the pupils' attainment in the core subjects of English, mathematics and science. Each class teacher maintains an assessment file in which assessment outcomes are recorded. The range of assessments is satisfactory. It includes assessments of the pupils' attainment and progress in reading, samples of end-of-year work in English, mathematics and science and records of the teachers' tracking of progress in the main subjects from term to term. It also contains an annual record of the teachers' judgements about the levels of attainment reached in the other subjects of the National Curriculum. The pupils in each class are grouped according to the assessment outcomes in English and mathematics so that the school can plan work appropriate to their needs. For each pupil, the school maintains a Record of Achievement file. The files contain targets, agreed twice each year, for each pupil, as well as samples of work assessed against the levels in the National Curriculum.
36. The school makes adequate use of local authority assessment papers and, more recently, of voluntary national tests in Years 4 and 5. These are used to predict the likely outcomes of the statutory tests in Year 6 and to identify those pupils who would benefit most from the extra support offered in the summer term booster classes.
37. Whilst the school makes satisfactory use of the outcomes of assessments to set some targets for individual pupils, it has only just begun to analyse levels of attainment across the year groups in each subject. The headteacher is not making effective use of the available information to identify patterns in the strengths and weaknesses of what the pupils' know and can do, or to identify and eradicate weaknesses in the curriculum and the teaching. Nor is statistical information used sufficiently to determine what value, if any, its provision has added in terms of improvements to the rates of progress and levels of attainment among different groups of pupils.
38. The school has adequate arrangements for assessing pupils with special educational needs and reviewing their progress against the targets in their individual education plans. It makes appropriate use of the available information to determine the level and type of provision for each pupil.
39. The school does not have satisfactory procedures for monitoring the pupils' personal development, but it recognises the need to do so and has already appointed a teacher who will be responsible for developing an appropriate system. Records are kept and the headteacher tracks the behaviour of pupils across the school but in some cases in Key Stage 2 this is not improving their behaviour.

40. The class teachers provide pastoral support and this is supported by other staff in the school. Teachers know their pupils well and support their needs. Health and Safety procedures are satisfactory and all statutory requirements are met. Child Protection procedures are understood by the staff and are satisfactorily implemented. Accident and injury procedures are effectively implemented and emergency evacuation procedures are good.
41. The procedures for monitoring and promoting attendance are good and are efficiently administered. There is regular liaison with the Education Welfare Officer. Procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are satisfactory in Key Stage 1 but inconsistently applied in Key Stage 2. In some lessons in Key Stage 2, the *Assertive Discipline Policy* is not used effectively because a small minority of pupils are given too many warnings about their behaviour and this disrupts the pace of the lesson affecting both the teaching and the learning. In a small number of lessons the teaching was judged to be unsatisfactory because of the impact it was having on learning. The most effective procedures used in the best lessons throughout the school had an immediate impact on the behaviour of all pupils and improved the level of achievement and the effectiveness of the teaching.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school has a good partnership with the parents who are very supportive of the school. They are well informed and help in lessons. Through the Parent Teacher Committee many parents help with extra-curricular activities. This is of considerable benefit to the pupils' learning. Parents have a high regard for the work of the school. The partnership is a strength of the school.
43. The response to the pre-inspection questionnaire indicated that the parents hold very positive views about the progress that their children make. Parents also feel that the school achieves high standards, promotes good attitudes and values and keeps them well informed. They expressed concerns about the continuity of teaching in Year 6 as a result of a teacher's long-term absence, homework and the range of extra-curricular activities. They were right to be concerned about the continuity of teaching in Year 6, the allocation of homework is inconsistent but this is being addressed and the range of extra-curricular activities is judged to be very good. They feel that the school makes them feel very welcome and the teachers are approachable.
44. Regular newsletters are sent out to the parents. Annual pupil reports are of a good standard and they have the opportunity to attend consultation evenings several times a year. A number of parents were seen to help in lessons during the inspection and the Parent Teacher Committee organises a number of social and fund-raising events each year.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher has a caring overview of the school but the management of some pupils' behaviour in Key Stage 2 is ineffective. She has established good working relationships with the pupils, parents, staff and governors. Since the last inspection there is stronger teaching throughout Key Stage 1 and all the teachers have appropriate job specifications that deal more directly with the oversight and management of the curriculum. Attainment targets are set for older pupils at the end of Key Stage 2 in English, mathematics and science. The headteacher's strategies for monitoring standards across the school are not rigorous enough to ensure that pupils of all abilities are making good progress and achieving the standards expected of them. Assessment procedures are now being put into place but the information gathered is not being used to inform curriculum planning.
46. The governing body fulfils all of its statutory duties. Monitoring visits are well established and these enable the governors to gain an insight into the teaching and learning taking place across

the school. Many governors help in school, for example, during the inspection the numeracy link governor was working with a group of Key Stage 2 pupils during a mathematics lesson. The headteacher and governors have prepared a thorough and effective school development plan which sets out the school's priorities clearly. These priorities are costed and set out so that all the staff are clear about the way forward and what is to be achieved. This is evident in the way that the school has successfully dealt with most of the issues raised at the time of the last inspection. Both governors and staff have not directly addressed the issues related to the implementation of assessment procedures so that teachers prepare lessons that build on teachers' assessments for pupils of all abilities.

47. The school has established routines and procedures which encourage the pupils to behave well and to respect property and the local environment. The headteacher and governors recently introduced a new behaviour management policy to improve or modify the behaviour and attitudes to learning of a small number of pupils across the school. The policy is ineffective in dealing with some pupils who interrupt others or behave inappropriately during some lessons in Key Stage 2. Some teachers use their own methods and are more successful than others in establishing consistently good behaviour from all the pupils in their lessons.
48. The Year 6 class has been taught by a number of supply teachers. This has led to concerns from parents about the lack of continuity for their children. In this respect the headteacher and governors have not dealt effectively with the issue of continuity as the excessive number of supply teachers has unsettled the class. The overall number, qualifications and experience of teachers matches the demands of the curriculum, including the needs of those pupils with special educational needs. The children under five in the reception class, are appropriately supported by a teacher and a nursery nurse. New teachers to the school have an effective induction programme and are supported by colleagues, as well as being given appropriate information about all aspects of school procedures including child protection. However there is less rigorous support for temporary and supply staff, to help them in meeting the needs of the pupils.
52. The school secretary is very efficient and contributes effectively to the smooth running of the school. Lunchtime supervisors are sufficient in number and are well organised. The school caretaker and cleaning staff work hard to maintain the cleanliness of the school accommodation.
53. The school is situated on a large pleasant site with a large sports field and plenty of hard play areas. There are two very attractive environmental areas that the school has developed and it has plans, with its Whole School Grounds Development Plan, to improve this even further.
54. A private nursery and the Out of School Club use two of the classrooms in the main building. At the same time, the Year 4 class are housed in a separate temporary classroom which precludes them having the same access to the school facilities as the rest of the pupils. The pupils do not have the same access as other pupils in the school to the library and, in future, the school's computer network. Inspection findings are that given that the school has the facilities to cater for the needs of the Year 4 class, on balance the current arrangements are unsatisfactory.
55. The classrooms are of a good size with a separate dining room and hall. Just inside the entrance there is a large spacious library that was little used during the inspection but the school has plans to develop this as a research area for the pupils. There is a separate pottery room and kiln.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education further, the governing body, headteacher and staff should:

- * **Adopt more consistent and effective methods to manage the behaviour of some pupils in Key Stage 2 by: (Paragraphs 5 – 7; 9 – 11; 15; 18; 42; 48; 65; 66; 71; 72; 73; 82; 86; 96; 109; 113; 117)**
 - ensuring that all the pupils understand what behaviour is expected of them in lessons;
 - setting high expectations for both behaviour and achievement to develop better attitudes towards learning;
 - provide learning experiences designed to develop self-discipline in those pupils who do not understand the impact their behaviour is having on the teaching and other pupils.

- * **Apply more effective and rigorous systems to help the headteacher, staff and governors monitor the standards achieved by the pupils: (Paragraphs 16; 19; 30; 38; 40; 46 – 47; 67; 75; 82; 98; 104)**
 - so that teachers and curriculum co-ordinators can plan assessment activities into some lessons;
 - to enable the teachers to keep accurate records and then use the information to plan future work which is more closely matched to the capabilities of the pupils;
 - to set accurate attainment targets for all the pupils in all year groups.

- * **Take appropriate measures to ensure that during periods of staff absence the continuity of the teaching is maintained with the minimum disruption caused to the pupils' learning and their progress.
(Paragraphs 7; 44; 49; 50)**

- * **Ensure that the mathematics and science work provided for more able pupils in Key Stage 1 is more challenging and builds on their previous achievement in order to raise their level of attainment further.
(Paragraphs 4; 6 – 7; 17; 19; 22; 70; 74; 76; 82)**

Other less serious areas for development which should be considered by the school

- * **Provide access to a secure outdoor play area for children who are under five in the reception class as part of their physical and intellectual development.
(Paragraphs 16; 55; 61)**

- * **Provide equal access to the curriculum for the pupils located in the de-mountable classroom so that they have the same learning opportunities as the rest of the pupils in the school.
(Paragraphs 22; 30; 53)**

- * **Ensure that a daily act of collective worship takes place in all school assemblies or in the classroom if there is no assembly.
(Paragraph 25)**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

50

Number of discussions with staff, governors, other adults and pupils

20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	16	30	48	6		

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	193
Number of full-time pupils eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	33

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	12	12
	Girls	12	13	13
	Total	21	25	25
Percentage of pupils at NC level 2 or above	School	72 (67)	86 (89)	86 (78)
	National	82 (81)	86 (85)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	13	13	13
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	86 (67)	86 (83)	86 (78)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	15	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	14	14	15
	Total	21	21	22
Percentage of pupils at NC level 4 or above	School	91 (60)	91 (70)	96 (89)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	8
	Girls	14	14	15
	Total	22	22	23
Percentage of pupils at NC level 4 or above	School	96 (71)	96 (72)	100 (85)
	National	68 (65)	69 (58)	75 (69)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	2
Pakistani	
Bangladeshi	
Chinese	
White	189
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.1
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	30

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1998/1999
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	£
Total income	298,559
Total expenditure	289,328
Expenditure per pupil	1,797
Balance brought forward from previous year	-1,419
Balance carried forward to next year	7,812

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	183
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	37	1		
My child is making good progress in school.	50	46	4		
Behaviour in the school is good.	48	50	2		
My child gets the right amount of work to do at home.	35	47	15	2	1
The teaching is good.	58	37	3		2
I am kept well informed about how my child is getting on.	49	45	6	1	
I would feel comfortable about approaching the school with questions or a problem.	71	29			
The school expects my child to work hard and achieve his or her best.	64	36			
The school works closely with parents.	55	42	3		
The school is well led and managed.	63	33	2		2
The school is helping my child become mature and responsible.	54	44	2		
The school provides an interesting range of activities outside lessons.	36	42	11	2	9

Other issues raised by parents

A significant number of parents expressed their concerns about the high number of supply teachers used in the Year 6 class since the beginning of the school year. They are particularly concerned about the disruption this may cause to their children's progress and achievement.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. The children are admitted to the reception class at the beginning of the year in which they are five. Although there is a range of attainment on entry to the school, the baseline assessments shows that overall, the children are of above average attainment on entry into the reception class. The inspection findings indicate that most of the children are likely to achieve the desirable learning outcomes for pupils entering compulsory education in all the areas of learning for the under-fives. A teacher and a classroom assistant staff the reception class with regular help from parents. At the time of the inspection, twenty-two of the thirty children were under five in the reception class. The classroom for reception pupils although not spacious, provides the full range of practical activities expected. There is no enclosed outdoor play area although the hall is used for physical education lessons twice a week.

Personal and social development

57. Learning in personal and social development is good. The quality of teaching in this area of learning is very good. Teachers have high expectations of pupils' behaviour and reinforce these through the teaching of classroom routines. The children's good response is shown in good behaviour and their ability to work independently in some activities. There are good relationships between adults and children. The children become confident and develop independence and are able to work and play together, for example when involved in working on the computer or when involved in role-play. There is a good balance of teacher-directed tasks and children move with confidence from these to self-chosen activities. The children have a positive attitude to learning and speak confidently to adults and respond openly to questions from the staff and other adults. They are developing positive attitudes and respect for people from different cultures through learning about the life and traditions of others, for example, when discussing the celebration of the Chinese New Year.

Language and literacy

58. Many children enter the reception class with above average language skills and they make good progress so that by the age of five most attain the level expected and some attain beyond this. The quality of teaching is good and the staff place emphasis on developing the children's speaking and listening skills in all aspects of work. The teacher's presentation and the very broad range of activities provided motivate the children and help them to concentrate. The children generally listen attentively to their teacher but become restless if they are kept sitting too long on the carpet. They listen to each other in large groups during the literacy hour when they are learning initial letter sounds. In smaller groups they listen and talk to each other as they work on tasks such as when making letters in play-dough or practising their writing. The children enjoy listening to stories and join in with rhyming words. Children 'tell' stories using the pictures and turn pages carefully. All write their own names and recognise letters and their sounds within words in books. The children make good progress in their reading skills and they can read the first words in the texts of the reading scheme and many can read the very earliest books. The children write their names and simple words using upper and lower case letters. One child is a fluent reader and can write simple sentences. The children hold a pencil correctly and gain confidence in the early stages of writing. Handwriting is beginning to be formed correctly by the majority of children. Children take books home to share with an adult.

Mathematics

59. The children make good progress and most achieve at least the nationally expected level by the age of five, and some attain above this level. The quality of teaching is very good with a very good range of activities planned to consolidate and extend the children's skills and understanding in number. The children learn the language of mathematics such as *two more than* and count and match the symbols of numbers in the correct order when counting to twenty and beyond. The children are given a very good range of activities to choose from and these reinforce the work done with the teacher or nursery nurse. Examples of this include completing number jigsaws, using number programs on the computer to count and match numbers to ten, using a number line or using zoo animals, to count to and back from ten and twenty. Higher attaining children can use the number line when adding one or two more. The children learn to write numbers. There are many incidental opportunities for the children to learn, for example when playing with number dominoes they learn to match the number to the objects and they learn about concepts of length when building with blocks. They sort objects by shape and colour and look for pattern when printing and making a collage of the rainbow. These activities help the children to learn and develop very positive attitudes to mathematics.

Knowledge and understanding of the world

60. By the time they are five most children are likely to achieve the level expected in knowledge and understanding of the world, many achieve beyond this level. They talk about people who help them, and have opportunities to talk about their environment in school and in the community. For example, they know about different weather conditions and recreate telling '*weather forecasting*' in role-play situations as well as in formal lessons. They know the appropriate clothes to wear for different weather conditions. Children look with awe and concentration during a demonstration of how raindrops are formed and fall as rain. They recreate what they have seen in pictures. The children mould play-dough into shapes and build models with construction sets and garages with wooden blocks. They can cut and join materials using scissors and glue when making rain mobiles and a rainbow collage. They show good mouse skills when using the computer, showing that they know how to click and drag, as when using the program on locating weather symbols onto a map of England. They are also learning about how materials feel when they shape and make and cook gingerbread snowmen and comment on the dough 'feeling sticky'. The quality of teaching is good and at times very good. The children are involved in a balance of teacher-led and child-initiated activities with intervention to ensure good learning.

Creative development

61. Most of the children make good progress in creative development and are likely to attain the desirable learning outcomes. By the age of five some children exceed the expected standards. The teaching is good and there is a very good range of creative activities planned to promote this area of learning. Children have many opportunities to paint, draw and make collages using different textures, colours and materials. Most know a range of colours and can sort and match by colour and shape. They mould using dough and make three-dimensional models with recycled materials and construction sets. The role-play area is well used by the children. They learn a variety of songs and sing enthusiastically, knowing the words and tunes to the song such as 'girls and boys come out to play' and 'It's raining, it's pouring' and can do actions and clap in time with the words of the songs.

Physical development

62. Despite the limited opportunities for children to develop their physical skills through daily structured outdoor play, children's physical development is satisfactory. The teaching is good. By the age of five most children are likely to achieve the desirable learning outcomes in this area of learning. Teachers plan physical education lessons in the hall twice a week to incorporate climbing and balancing. This is helping the children to develop awareness of space

and different types of movement. The children are able to dress and undress themselves. There are many opportunities to develop fine motor skills through the use of paintbrushes, pencils, scissors and glue spreaders, as well as through joining jigsaws and when making models and using cutters when baking.

ENGLISH

63. By the time the pupils are eleven, the proportion of them that attains Level 4, the expected standard, is above the national average. In the most recent National Curriculum tests, the proportion of the pupils attaining Levels 4 and 5 was well above that achieved by eleven-year-olds nationally. Over the previous three years, from 1997 to 1999, the school has maintained standards of performance that were above to well above the national averages for those years. The inspection evidence indicates a slight fall in the number expected to attain Level 4 or above in the Year 2000 tests. This is mainly because the school has been unable to maintain a sufficient degree of consistency in the teaching it provides during periods of staff absence. Whilst the 1999 national tests show that ninety-six per cent of the pupils attained or exceeded the national standard, the inspection evidence indicates that a smaller proportion is on target to achieve similar levels of attainment before the pupils leave the school. Nevertheless, the current standards are significantly better than they were at the time of the last inspection in 1996.
64. The inspection evidence indicates that the proportion of the pupils who are likely to attain the expected standard (Level 2) or above at the age of seven is close to the national average. This pattern of attainment is better than that reflected in the most recent national tests, in which the proportion of pupils attaining the Level 2 or above was below the national average and well below the average for similar schools. The proportion of its pupils who attained Level 3 in the 1999 national tests was average when compared to schools nationally. The school's 1999 results, however, are not typical of its general pattern of attainment at this key stage. With the exception of the most recent test results, the school has maintained average or above average standards since 1997 in Key Stage 1.
65. The Year 2 pupils attain good standards in speaking and listening. They respond very well to the teacher's questions and are keen to contribute to class discussions. For example, in a Year 2 literacy lesson, the pupils became absorbed in an animated discussion about characters in the text they were reading. They spoke clearly in well-formed sentences when they expressed their views about the characters and how they influenced the story's plot. They listened carefully to the teacher's questions and explanations and to each other's responses. A large proportion of the pupils achieve good standards in reading. Most of the pupils read accurately and with expression. They enjoy expressing opinions about important events and ideas in the stories and the non-fiction texts that they read. They make satisfactory use of a range of strategies to establish meaning when faced with unfamiliar or difficult texts. The higher attaining pupils read a good range of fiction and non-fiction texts. Most of the pupils form good reading habits. They take books home regularly and many read to their parents more than twice each week. Consequently, most of the pupils read an above average number of books. Most, too, have extensive personal libraries that include reference books as well as story and poetry books. The main weakness in the pupils' achievements is the standard they reach in their writing. Most of the pupils write interesting stories that feature simple sentences. They use full stops reasonably accurately but are not consistent in their use of capital letters. Most spell simple words accurately and are beginning to use their knowledge of spelling patterns to tackle unfamiliar words. But the range of the writing is narrow. Little of the writing in their books shows they are confident in writing much more than stories and personal news. There is little consistency, too, in the quality of handwriting, especially among the average and lower attaining pupils.
66. By the age of eleven, the proportion of the pupils attaining or exceeding the expected standard in reading is above average. The pupils read a wide range of challenging books well. They discuss the texts they read with enthusiasm and show a good understanding of significant ideas, themes, events and characters. Nearly all of the pupils refer accurately to the texts they are reading when explaining their views about them. A very high proportion of the pupils knows how to use an index and contents page. Nearly all of the pupils are able to use the reference

chart in the library to help them locate books. Most of the pupils attain or exceed the expected standard in their written work. They know how to plan work, and know how to structure their written work. They demonstrate a sound ability to revise and proofread what they write. A strength of their work is the good level of presentation most pupils achieve. They take considerable care with handwriting, punctuation and spelling. Their work demonstrates an above average understanding and use of grammar. For example, they know about the functions of different classes of word such as noun, pronoun, verb, adverb, adjective, preposition and conjunction. They use compound and complex sentences well to produce interesting writing. They know about connectives and how clauses and phrases may be combined to create sentences of various lengths and complexity. When it is appropriate to do so, they cast some of their sentences in the passive form, but they are aware that active verbs forms usually produce livelier, more interesting sentences. The pupils tackle a suitable range of written forms, including stories, poems, reports, personal accounts, diaries, recipes, balanced arguments and historical accounts. They are beginning to organise their work into paragraphs. Some of the pupils make good use of strategies such as mind-mapping to help them structure their writing into well-organised paragraphs. Most of pupils attain a good standard of speaking. They contribute well to class discussions and present their ideas clearly and concisely. The main weakness in the pupils' attainment is the lack of consistency in the development and use of listening skills. The pace of work and the rate of progress in some lessons are slower than they ought to be because the pupils do not always listen carefully enough to the teachers or to each other.

67. The quality of teaching across both the key stages is mainly satisfactory and sometimes good, particularly in Key Stage 1. The teaching makes good use of oral work to help the pupils consolidate previous learning and to acquire new skills. The teachers' subject knowledge is secure. The lessons are well planned and organised. They have clear learning objectives and well-structured activities that interest the pupils. The teaching makes effective use of a wide range of methods that enable the pupils to learn effectively. For example in a Year 2 lesson, the teacher introduced the idea of annotating a picture of one of the characters in a story with the pupils' observations about him. This helped the pupils to see how the author established the character and how character traits influenced what happened in the story. It also served as a useful aid to the higher attaining pupils because it provided a structure for their written work. In a Year 3 lesson, the teaching made effective use of discussions and questions to help the pupils understand some of the themes in traditional stories. The teaching used the pupils' knowledge of stories to explore the theme of how good triumphs over evil. It also made effective use of planning sheets to help the pupils to develop their own stories on the same theme. In a Year 4 lesson, the teacher made good use of the pupils' awareness of rhyme to help them explore rhyme schemes in a selection of poems. This was used later to introduce the pupils to limericks and to encourage them to write some of their own. A strength of the teaching at Key Stage 1 is the success the teachers have in promoting good speaking and listening skills among the pupils and in teaching them self-discipline. This allows for well-paced uninterrupted lessons in which the pupils work hard and show strong interest. The main weakness is the lack of opportunity for the pupils to develop an appropriate range of writing skills. Sometimes, too, the teachers' expectations of what the pupils can achieve are low and the level of challenge in the range and content of the written tasks insufficient to secure good progress. The main weakness of the teaching at Key Stage 2 lies in the teachers' response to the pupils' lack of self-discipline. Even teachers who possess a good range of strategies for managing behaviour sometimes fail to reduce the amount of chatter that occurs when the teacher is instructing the whole class. When this happens, the teaching is interrupted and the pace of learning slows. Some pupils did not consistently show that they were aware of the impact their behaviour was having on the work of other pupils.
68. The management of the subject is satisfactory and some aspects of it are good. For example, the literacy hour has been effectively implemented and the co-ordinator has provided sufficient support to teachers to enable them to be confident about the school's approach to the teaching of literacy. The governing body effectively monitors and evaluates how well the school is implementing the *National Literacy Framework*. The work of the named literacy governor, in particular, contributes significantly to this process. The school makes adequate use of a range

of assessments to monitor the standards achieved by its pupils and the rate of progress among the different groups. However, the headteacher and senior staff do not sufficiently use assessment information or monitor standards to identify weaknesses in the curriculum or the teaching in order to raise standards still further.

MATHEMATICS

69. In the 1999 national tests overall standards in mathematics were well above the national average. At the end of Key Stage 1 when pupils are 7 years of age, tests results indicated that pupils attained below average standards compared with schools nationally and they were well below average compared with similar schools. In contrast, at the end of Key Stage 2, test results show that 11 year olds achieved standards that were well above average compared with schools nationally and when compared with similar schools. Boys and girls scored similar scores in mathematics at the end of Key Stage 1. In Key Stage 2, girls have out-performed boys on average over the last three years, although both boys and girls have sustained well above average results.
70. At the end of Key Stage 1 the test results show that the proportion of pupils who achieved standards that were higher than expected for 7 year-olds was below the national average. A significant proportion of higher attaining pupils scored the average standard and were expected to score higher than this. For this reason, the overall average for Key Stage 1 fell below its typical trend over the last four years so that results dropped below the national average. The school recognises that higher attaining pupils did not achieve the expected standards in mathematics in last year's Key Stage 1 tests. In Key Stage 2, mathematics standards have been consistently high and well above average for the last four years.
71. In Key Stage 1 the pupils are making satisfactory progress and they are achieving average standards. The majority of the pupils are making good progress in their basic numeracy skills and sometimes higher attaining pupils are provided with number work which is more challenging and aimed at extending their knowledge and understanding of number patterns, operations and mental arithmetic further. In some lessons the work is not specifically targeted to their needs so that the numeracy work is usually aimed at the average level of attainment for the class. The pupils in the reception class who have begun early numeracy work in line with the *National Curriculum*, are making good progress because the work is usually matched to their specific needs and capabilities. They can sort, match and use simple number operations and notation. In Year 1 the majority of pupils can use simple arithmetic to add, subtract and make up numbers to ten and then apply these skills to more complex addition sentences involving numbers to twenty and a hundred. In Year 2, the majority of pupils can sort and classify two-dimensional regular plane shapes using geo-boards.
72. In Key Stage 2 the pupils make good progress in their learning but in some lessons this is interrupted by low levels of persistent disruption caused by a few pupils who call out or have to be reminded constantly about the appropriate way to behave. The level of attainment is high as the majority of pupils in Years 5 and 6 are achieving standards which are higher than expected for their age. In Years 3 and 4 pupils make satisfactory progress and are extending their understanding of more complex arithmetic to cover the long forms of multiplication and division. In Year 3, the pupils use good mental arithmetic strategies to calculate multiples of 10 with numbers to one hundred and one thousand. They identify the properties of common three-dimensional shapes and recognise which two dimensional shapes make the faces of the solid shapes. In Year 4, the pupils recognise the eight points on a compass and use these to locate objects in the classroom. They also demonstrate a good understanding of the nine-times multiplication table and the majority use very good techniques to quickly recall some more complex number facts. Higher attaining pupils are given specific tasks which challenge and extend their understanding further. In Years 5 and 6 the mathematics work is much more challenging and demanding. The majority of pupils can use and apply more complex multiplication and division to a range of numbers, including fractions, percentages and decimal

fractions. In Year 5 the pupils are learning to identify prime numbers and they use their good understanding of other number patterns to identify what is and what is not a prime number. In Year 6 the pupils can investigate the properties of regular and irregular plane shapes to find their perimeter and area. Higher attaining pupils can also use simple formulae to find the area of simple triangles. In both Year 5 and Year 6 the majority of pupils use a good range of strategies to calculate complex number problems and most are in line to achieve high standards in mathematics.

73. Pupils identified with special educational needs are usually provided with work which is well matched to their needs and capabilities. Most of the individual education plans deal with the pupils who have moderate learning difficulties. In the most effective lessons, for example, in Key Stage 1 and in Year 5, there is hardly any disruption and even the most demanding pupils are dealt with effectively and are encouraged to participate in the lesson positively.
74. Behaviour is satisfactory overall but given that the school has the potential for high levels of achievement it could be better in some lessons, particularly in Key Stage 2. The most effective mathematics lessons are challenging and the teaching sets high expectations for both behaviour and attainment. For example, in Key Stage 1 the pupils know what is expected of them during question and answer sessions and they respond by raising their arm if they wish to speak and also wait their turn when others speak so that they pay attention to other pupils and their teacher. In Year 5 and sometimes in Year 4, the teachers set the same high standards and this enables all the pupils to achieve at a better pace.
75. The teaching is good in Key Stage 1 and very good in Year 5. It is satisfactory in other parts of the school although some good teaching was seen in Year 6. In a small number of lessons the teaching is unsatisfactory and this is mainly related to the response of a small number of pupils who are not dealt with effectively when their behaviour disrupts the learning of others in the lesson. In Key Stage 1 and in the reception class, the teachers introduce the daily numeracy lessons very well and these build on previous lessons. The planning is effective as it enables the teachers to monitor the development of a series of related topics so that the teaching covers all the areas of the mathematics curriculum. All the lessons start from the same point so that individual work is usually matched to the overall average ability across the class. In some lessons the higher attaining pupils are provided with more challenging extension activities but assessment information is not used sufficiently to build on the progress that these pupils make to enable them to achieve the expected high standards by the end of the key stage. In Year 5 the work is challenging and sets high expectations for all groups and individuals. The work set is usually matched to the abilities of the pupils and the teacher often refers to the work she has marked to provide pointers for improvement. This is very good practice but is not used uniformly across the school. There is evidence of more work being provided in Key Stage 2 which is matched to the abilities of the pupils. This is usually related to the mathematics textbook used across the key stage.
76. The mathematics curriculum is well planned and resources are used well to support the pupils' learning. The co-ordinator has ensured that arrangements for planning to the *National Numeracy Strategy* have been put in place so that all teachers prepare weekly and termly schemes in accordance with the programmes of study outlined in the *National Numeracy Framework* for each year group across the school. Assessments of pupils' progress are recorded and samples of work have just been collected in the pupils' *Record of Achievement* folder. The co-ordinator maintains resources and keeps teachers up to date with new developments in the mathematics curriculum. The monitoring and recording of assessment data which checks the progress that pupils make is not sufficiently rigorous to ensure that the school sets accurate attainment targets for individual pupils. The school does not always use assessment information to inform future planning. This is left largely to individual teachers and some keep more useful records than others. There are satisfactory arrangements in place to inform governors about the progress that pupils make in mathematics. A governor was recently appointed as the numeracy link governor. She is often seen in school helping with

groups of pupils to gain an insight into the teaching and learning of mathematics across the school.

SCIENCE

77. The attainment of seven-year-old pupils, according to assessments made by teachers in 1999, is below average in comparison with the national average for pupils attaining Level 2 and above. Attainment at the higher Level 3 it is also below average. The pupils' results are well below the average when compared with similar schools. The attainment of eleven-year-old pupils in the 1999 national tests is well above average in comparison with the national average at Level 4 or above, and very high in comparison with the national average for pupils attaining Level 5. The pupils' results were very high in comparison with the average for similar schools.
78. The trend over the previous three years since the last inspection, is one of rising standards, which are broadly in line with the national trend. Some pupils are underachieving in science in Key Stage 1 because there is insufficient challenge for higher attaining pupils. Standards at the end of Key Stage 1 are average and at the end of Key Stage 2, they are above average.
79. By the end of Key Stage 1 pupils have a basic understanding of living things. The pupils identify and name the major parts of plants. They know that living things move, feed, use senses, grow and reproduce and sort pictures into those things that are living and non-living. The pupils know about the different stages in the human life cycle from birth to old age. They are learning that they need exercise and a good diet to keep healthy. The pupils can identify and classify different made and natural materials. They can identify those materials found in houses and sort them into those that are rigid, bend, transparent and not transparent, rough or smooth. They investigate and sort materials into those which are magnetic or not, and those which stretch and return to their original shape. Most are beginning to understand that some materials are waterproof. The pupils are beginning to find out about forces and movement. In an investigation into the distance travelled when a car is rolled down ramps at different heights, the higher attaining pupils are able to explain why the results are not as expected. They predicted that the highest ramp would result in the farthest distance but, although surprised, explained that they noticed that "because the ramp is too high, the bump at the bottom slowed the car down." Most pupils are developing an understanding of fair testing and are able to make suggestions to keep a test fair.
80. The pupils record their observations as directed by the teacher and are able to communicate their understanding in drawings and through filling in worksheets and talking about what they have done. Pupils are also able to collect and present data and higher attaining pupils can transfer their results onto the computer and produce simple bar charts.
81. By the end of Key Stage 2 the pupils are able to carry out investigations. They can make predictions and can carry out a fair test. For example in Year 5, the pupils know the location and main functions of the major parts of plants and, when producing their own diagram of the parts of a flower, they use the correct terminology. By Year 6, the pupils have a good understanding of life processes. They know that there are primary and secondary consumers in the food chain and have a good understanding of ecosystems. The pupils have learned how to be sensible with food and with personal hygiene because of the work they have done about micro-organisms and how disease is spread. They also understand how some micro-organisms are beneficial and that medicines and vaccines are used to fight harmful microbes. Pupils can answer questions about the effects and functions of micro-organisms. The pupils name and locate organs of the body and understand their functions. They can name the main bones in the skeleton and the main muscles around them. The pupils investigate and classify materials. They describe the differences between solids, liquids and gases and separate mixtures, using terminology such as filtering, dissolving, evaporation, soluble and solution. The pupils can test their predictions using equipment with increasing skill and accuracy. Although the teachers choose the equipment and closely direct the pupils in the tasks, pupils are able to observe

carefully and make accurate measurements as they carry out investigations and record their findings. For example, in an investigation on the effects that different inclines of surfaces have on the distance travelled by a car down a ramp, the pupils measure and record distance and time accurately. Higher attaining pupils suggest reasons for their findings and draw conclusions. The pupils have good understanding of the investigation process, of fair testing, and can record their results in a variety of ways, including using computer-generated spreadsheets.

82. Pupils in both key stages have a wide experience in experimental work, although in Key Stage 1 there is too much use of worksheets for pupils to record their work. This over-direction restricts the opportunities for the pupils to think for themselves and also limits teachers' assessment of individual pupils' understanding and attainment. Literacy and numeracy skills are used well to record the results of investigations in writing and charts. Lower attaining pupils and those with special educational needs are well supported with their literacy skills in science lessons so that they can record their work and make progress. In Key Stage 2 the pupils further develop their use of mathematics when recording results and data. By the end of the key stage pupils use reference books to seek information and use computers to present their research and some of their reports.
83. The quality of science teaching is satisfactory overall. One lesson at the end of Key Stage 1 and one at the latter part of Key Stage 2 were very good and only one unsatisfactory lesson was observed. In the most effective lessons, the teacher makes sure the pupils know of the high expectations set for attainment, behaviour and presentation of work. The lesson results in good pupil participation and motivation. The teacher assesses the pupils' understanding throughout the lesson through effective questioning and responds to their answers in a way which encourages the pupils to answer questions and to share their ideas. The teachers work hard at promoting appropriate behaviour and in the best lessons this is consistently reinforced and effective so that the pace of the lesson is not interrupted. Pupils are supported through demonstration, the introduction of proper science vocabulary and feedback. Teachers provide positive feedback and opportunities for pupils to tell the class what they have learned. Planning is detailed and builds on previous learning. In the less effective lessons the pace of learning is slower; the pupils are given too much time to complete tasks; the teaching is laboured and does not move the pupils on. In the unsatisfactory lesson, although the teacher checks the pupils' unsatisfactory behaviour, this is not consistently done throughout the lesson which results in the objectives for the lesson not being met because of the disruptions caused by the poor behaviour of about a third of the class. Information technology is used to support teaching and learning in science. Lesson planning is generally good; it is detailed and identifies what the pupils will learn in the lesson. Assessment information is satisfactory although it is not used sufficiently to plan activities for pupils of differing attainment, particularly in Key Stage 1. In many lessons pupils are given the same tasks, with the lower ability pupils given extra support. The role of the curriculum co-ordinator has been developed since the last inspection although the role does not sufficiently include the monitoring of standards across the school.

ART

84. The pupils make good progress in art at the end of both key stages. The standards attained are similar to those found at the time of the previous inspection. However, the three-dimensional work that the pupils do has improved since 1996. They now produce work that demonstrates an appropriate range and quality when, for example, they make ceramic tiles, papier-mâché masks, puppets, head-dresses and mobiles.
85. By the time they are seven, most of the pupils use a wide range of media to express ideas and feelings arising from their observations of the natural and man-made environment. For example, they make attractive collages that successfully express the characteristic features of stormy weather, windy days and snowfalls. They make three-dimensional mobiles of frost, snowflakes and clouds. They paint portraits of themselves and draw and paint landscapes on the theme '*Seen Through a Window.*' The children make sensible choices of resources and

materials when, for example, they create collages that replicate some of the features of the later work of *Henri Matisse*. The pupils recognise and use a good range of visual elements such as colour, form, pattern and texture and use these terms when they talk about their own work and the work of famous artists.

86. By the age of eleven, most of the pupils develop an appropriate set of skills for recording from direct experience. For example, the pupils make close observational drawings of trees and buildings in the local area. They use these skills, and their knowledge of the characteristic styles of famous artists to produce large-scale, highly detailed works on canvas in the style of *Adrian Berg*. They successfully experiment with ideas for their work when they use examples of *Victorian* hand-held printing blocks as models for their own polystyrene printing plates. One group of pupils used self-portraits in the design and printing of an attractive set of curtains for their classroom. The pupils use an appropriate art and craft vocabulary when they discuss images and artefacts. For example, the Year 6 pupils talk confidently about perspective in drawing and understand the importance of such concepts as proportion, point of view, and vanishing point. The quality of the drawing and the draughtsmanship in their work on perspective is above average. The pupils are beginning to recognise how works of art, craft and design are affected by their purpose. A good example of this is an art and design project in which the pupils needed to consider how best to decorate the dining hall for a party in honour of past pupils. They selected an appropriate theme on which to base designs for curtains and place mats. The record of their work shows that the pupils attain a satisfactory standard in their knowledge and understanding of how the visual elements of pattern, texture, colour, line and form are used when creating artefacts for particular purposes.
87. The quality of teaching is never less than satisfactory and is sometimes good. The main strengths of the teaching are seen across both key stages. The teachers have high expectations of what the pupils can achieve when, for example, the pupils in Year 6 investigate how perspective is used to give depth to drawings, and those in Year 4 produce good quality prints on fabric. In a Year 1 lesson, the teaching successfully challenged the pupils to use their knowledge of the works of *Henri Matisse* to produce collages using some of his techniques. The teaching is well organised and makes effective use of a wide range of resources. When extra classroom support is available, it is used efficiently to support all of the pupils, including those with special educational needs. The main weaknesses in the teaching are the absence of satisfactory methods of assessing the pupils' progress and the use the teachers make of assessment to inform the planning of future work. Occasionally, the teaching at Key Stage 2 fails to address the unsatisfactory level of self-discipline among some of the pupils.
88. The teaching successfully encourages the pupils to acquire the skills, knowledge and understanding needed to enable them to express their ideas and feelings in a wide range of media. Because the work is interesting, it encourages the pupils to invest considerable intellectual and creative effort in their work and to reflect upon what they have learned. For example, the pupils in Year 6 speak knowledgeably about the principles of perspective in drawing and are able to say how well they think their work illustrates them. The teaching uses a range of opportunities outside normal lessons to offer the pupils many exciting opportunities to develop new skills. For example, Year 4 pupils benefit from working with local artists on large-scale textile and painting projects when they attend a residential arts course. The school also has an art club, open to all Key Stage 2 pupils, that offers good opportunities for the pupils to extend their skills in art, craft and design. For example, the pupils are currently exploring the traditional arts and crafts of *China* as they make ceremonial rice bowls and a dragon of the kind used in processions and ceremonial dancing.
89. The subject is well managed. The recently acquired scheme of work is appropriate to the needs of the pupils. The co-ordinator ensures that it is properly implemented and that it provides the pupils with a good range of learning opportunities. The school has not yet developed satisfactory arrangements for assessing the pupils' work and using the outcomes of assessment to inform the next stage of learning.

DESIGN AND TECHNOLOGY

90. During the inspection it was not possible to observe any teaching of design and technology. Judgements are based on samples of work, discussion with staff and teachers' planning. The pupils make satisfactory progress in design and technology in both key stages, which is an improvement since the last inspection. Pupils gain experience of working with a range of materials and tools. They are involved in designing and making activities, which are sometimes linked to topic work.
91. By the end of Key Stage 1 pupils have worked with a range of card, paper, construction sets, textiles, materials and food. In all classes pupils learn about hygiene and how to use tools when making biscuits and other simple food dishes. By the end of Year 2 pupils have learned how to use different ways of joining materials by sewing, gluing, and combining. The pupils have made masks using papier-mâché. They complete simple design drawings and say what materials they will use for example when making a moving vehicle.
92. In Key Stage 2 the pupils design and technology is taught as a discrete subject with some links with other subjects such as art. The pupils learn to draw designs and use accurate measuring skills. Year 4 pupils are set a design challenge to design and make salt dough table decorations, stencilled window drapes and tablecloths as well as drinks and biscuits to serve to other pupils. This resulted in a range of designs with products, in use in the school dining hall, showing creativity and high level of rigour and quality. In Year 5 work about structures is based on the topic of bridges. The pupils use reference books to research and find out detail about bridges before beginning work on designing and making their own bridges. In Year 6 pupils design and make products related to festivals and celebrations.
93. There is insufficient evidence to make a judgement on the quality of teaching. A scheme of work is now in place to guide planning across the school. Planning for design and technology covers all aspects of mechanisms, systems and a range of materials so that the pupils have a broad range experience in developing skills and using these. The work is given a context, which results in the pupils being motivated and producing some work of good quality. The planning ensures that pupils are progressing in understanding of designing and in the tool handling skills they use. The planning aims for a clear progression in skills, knowledge and understanding and in using more appropriate materials as the pupils get older. This provides for progression in the skills used and the quality of the finished products and rigour of the work.

GEOGRAPHY

94. The pupils in both key stages make satisfactory progress. At the time of the last inspection, the standards attained by the pupils at Key Stage 1 were unsatisfactory. It has improved significantly since then mainly because the school has implemented a broader, more balanced curriculum and increased the time available for teaching the subject.
95. By the age of seven, most of the pupils successfully describe some of the physical and human features of the local area. For example, the pupils know about the types of houses found in the villages of *Cuddington* and *Sandihay* and about the different uses made of the land. They talk knowledgeably about recent improvements to the school environment, including ecological projects undertaken by the older pupils. They use photographs, books and first-hand observations as sources of information about the local area. They use this information sensibly to ask and respond to questions about the places about which they learn. They draw pictures and simple maps, which they annotate, to communicate what they know about their school and the area they live in. Most of the pupils are beginning to use an appropriate vocabulary for talking and writing about the geographical aspects of the places they study.
96. By the time the pupils are eleven, they have a satisfactory understanding of the geography of the British Isles and a number of other countries, including India. They acquire an appropriate

range of skills for investigating geographical topics. For example, they use books and CD-ROMs on computers to learn about Earth's mantle and core. They use atlases to demonstrate what they know about patterns in the distribution of mountains, earthquakes and volcanoes. They discuss the relationship between the location of volcanoes and the edges of plate boundaries. They have a satisfactory understanding of different types of climate around the world and write about them in relation to seaboard, deserts, the tropics, and continental land masses.

97. The teaching is satisfactory across both of the key stages and sometimes good in Key Stage 1. The main strengths of the teaching are the teachers' secure subject knowledge, the effective use of resources and the high expectations of what the pupils can achieve. For example, the Year 3 pupils were suitably challenged to discover and communicate geographical information about two local villages. They recalled and used first-hand observations made during a walk through the villages, and they consulted photographs and booklets for information that they could use in writing a guide to the area. In a Year 1 lesson, the teaching made good use of a pupil's photograph album to ask challenging questions about the geography of the school and local places of interest. In most lessons, the teachers demand and get good behaviour. Occasionally, however, the pupils' behaviour in Key Stage 2 is characterised by a lack of self-discipline. This sometimes leads to disruption to the teaching and to a significant proportion of the pupils talking when they should be working.
98. Overall, the teaching contributes significantly to the quality of the pupils' learning because it successfully helps the pupils to acquire new geographical skills and a broad knowledge and understanding of important geographical ideas. The pupils become interested in what they are learning and invest considerable effort in it. Most of the pupils make at least satisfactory progress because the teaching helps them to understand what they are doing, to sustain good levels of concentration and to work at a good pace. Occasionally the teaching fails to establish an adequate level of discipline among the pupils. This lessens the impact of the teaching and reduces the pace at which the pupils work.
99. The subject is better managed than it was at the time of the previous inspection. The curriculum is supported now by a broad, balanced and challenging scheme of work, though this is yet to be fully adapted to meet the needs of all of the pupils. The main weakness in the management of the subject is the absence of a consistent approach to raising standards. The work the pupils' do is not routinely monitored and the outcomes of assessments are not evaluated in ways that would help the school to improve the quality of its teaching further.

HISTORY

100. Only two history lessons, both in Key Stage 1, were observed during the period of the inspection. Other sources of evidence for the standards attained were used, including an analysis of the work in the pupils' books and on displays around the school, and discussions with teachers and pupils. These indicate that the pupils in both key stages make satisfactory progress in history. Standards have improved since the most recent inspection because the school has acquired a useful scheme of work and has successfully addressed the pupils' low attainment in research and communication skills.
101. By the age of seven, most of the pupils have a satisfactory understanding of chronology. For example, they place the main events of the *Great Fire of London* in the correct order. They understand that events like the Great Fire are represented in a range of sources, including eyewitness accounts such as *Samuel Pepys's* diary and contemporary reports, drawings and songs. They talk knowledgeably about the facts they have learned and are beginning to understand some of the causes and outcomes of such events. For example, the pupils explain how the fire started, why it spread so quickly and what stopped it. They explain, too, why those who were responsible for rebuilding *London* changed the traditional planning and building practices to reduce the risk of more disasters.
102. At Key Stage 2, the pupils acquire satisfactory knowledge and understanding of different historical periods when they learn about the *Victorians* and the history and culture of ancient

Egypt, Greece and Rome. The pupils give reasons for some of the main events and changes in *Victorian Britain* and successfully relate them to family life for both the rich and the poor. They know something of the social conditions, for example, of children employed in factories and in the mines. They describe some of the principal features of the education provided at ragged schools and compare and contrast them with conditions in modern British schools. Most of the pupils have a sound factual knowledge of the ancient civilisations they study. For example, they talk confidently about the city-state structure of *Ancient Greece* and they successfully explain some of the ways *Greek* culture has affected our own when they explain how *Greek* architecture, myths, language and ideas about democracy have influenced the culture of *Europe*. They know that evidence about the past comes in different forms and may be interpreted differently according to each person's point of view and the nature and provenance of the available evidence. The writing the pupils do in Years 5 and 6 shows a growing ability to produce structured work that features accurate reference to the periods studied and the correct use of historical terms.

103. Overall, the quality of the teaching is satisfactory. It is better than it was at the time of the last inspection because the teaching is based upon a useful scheme of work and because teachers have improved the way they help the pupils to acquire independent research skills and the skills they need to communicate what they discover. For example, the history work on display in the school library shows evidence of how individual pupils have successfully used books and other sources, such as electronic encyclopaedias, to learn about the past. It also demonstrates that the teaching has helped the pupils to organise what they learn and to present it attractively. The main strength of the teaching is the teachers' high expectations of the pupils' contribution to class discussions. The teachers ask challenging questions and demand a high level of informed discussion. They expect the pupils to cite sources, such as books, videos, pictures and observations from visits to places of historical interest to support their ideas and opinions about the past. The lower attaining pupils are often well supported by the teacher and by visiting adults who provide useful classroom support.
104. The teaching encourages the pupils to take a lively interest in their own history and in the history of other peoples. The pupils, therefore, quickly acquire a sound knowledge of the periods they study and develop useful skills to communicate what they learn. The pupils are sufficiently inspired by the teaching to use opportunities at home to do more research. Many pupils, for example, use home computers to search for more information in electronic encyclopaedias and in web pages on the *Internet*. In the lessons observed, the pupils worked at a good pace and invested considerable intellectual effort in organising and discussing what they were learning. The recent improvements to the teaching ensure that the pupils make at least satisfactory progress.
105. The management of the subject has improved recently. For example, a scheme of work has been introduced and effectively implemented. However, the school does not yet have effective arrangements for monitoring the quality of pupils' work or for using the outcome of assessments consistently to inform planning with a view to raising standards still further.

INFORMATION TECHNOLOGY

106. Information technology has improved since the last inspection. Standards in both key stages are now in line with those expected for 7 and 11 year olds. The pupils have regular access to computers in most lessons and the school is well placed to use the new technology related to electronic mail and *Internet* facilities. The pupils across the school are making good progress. In Key Stage 1 the teachers use a structured scheme to introduce basic keyboard skills and then develop more advanced skills so that the pupils are able to control a computer mouse by pointing and clicking. The pupils throughout Key Stage 1 have acquired a good range of computer skills, including simple word-processing, data handling and graphics. In Key Stage 2, older pupils are able to use a good range of word-processing skills to organise their writing and arrange the presentation of their work. The school has recently introduced an after-school *Enterprise/Computer Club* where the pupils are free to experiment and use more advanced

skills, including desktop publishing facilities to produce greeting cards, letters and newspaper articles.

107. The pupils make good progress throughout the school. The pupils in the reception class use basic keyboard skills to type simple texts and to work on the computer using basic number and reinforcement programs. In Years 1 and 2 the pupils know how to type in text, save their work and print a copy with the help of an adult. In Key Stage 2, the majority of the pupils are able to use the word-processing programs with confidence. Older pupils in Years 5 and 6 can use spreadsheets and data-handling programs to organise information in a variety of ways. The pupils in Key Stage 2 can vary the size and font in printed texts and they can re-organise and edit their work skilfully and with confidence. The pupils in both key stages can use *drag and click skills* with the computer mouse and are able to re-trace or go back a few steps if they make a mistake without disrupting the program.
108. The school has allocated a computer for use in its library and entrance so that the pupils can use the CD-ROM to retrieve information about a topic or project. Some older pupils are able to retrieve information, print it and transfer it into their own word-processed documents. The school has clearly made significant improvements to its information technology curriculum. The teaching is now well organised and resources have improved sufficiently to take account of the fast developing technologies related to the subject. The pupils in Year 4 do not have the same access to computers as the rest of the school. The co-ordinator has prepared a good development plan to prepare the school for its *Local Area Network* facility and she manages the school's resources efficiently and effectively. The introduction of the *Enterprise Club* has enabled the pupils, staff and parents to come together and explore the possibilities and potential for information and communication technology. The teachers follow the scheme of work and integrate the use of computers successfully but there are no procedures in place to monitor standards across the school. Samples of printed work are being kept and the co-ordinator recognises that assessment and monitoring is an issue for the next stage of the development of the subject.

MUSIC

109. Only two school assemblies, one involving a school ensemble and the other, which was taken by a visiting teacher who led the singing, as well as a Key Stage 2 music lesson were observed during the inspection. Discussions with staff and pupils, the scrutiny of the teachers' planning and music displays around the school indicate that an appropriate range of work is covered. The school has an orchestra consisting of brass, woodwind and string instruments. The older pupils who accompanied the school assembly played their instruments confidently and to a high standard. In the singing assembly the pupils sang in two and three parts tunefully and in time with the piano accompaniment. The majority of the pupils demonstrate a good understanding of pitch and rhythm. Specialised instrumental tuition is provided for the pupils who are taught to play the violin, flute, recorder, clarinet or brass instruments.
110. The music curriculum includes the music of other cultures, for example, in Year 6 the pupils are learning about the music of North America. The pupils enjoy their music lessons and singing sessions. The school participates in seasonal concerts, carol services with the local church and in assemblies.

PHYSICAL EDUCATION

111. Only lessons in dance and in gymnastics were observed during the inspection. The pupils make satisfactory progress in both key stages in physical education. The standards the pupils attain have been maintained since the last inspection.
112. At the end of Key Stage 1, the pupils have good awareness and use of space. In dance lessons

the pupils were able to respond to the mood of the African music and use their bodies to demonstrate a range of different movements and shapes. Their dance represents the movements of the running cheetah, monkeys swinging through trees and also hand and arm movements to represent slithering snakes. They work alone initially and then link actions together when working with a partner or in small groups. A few show imagination and creativity in their dance. The pupils make good use of space and when listening carefully, follow instructions.

113. The pupils build up, increase and refine their skills during Key Stage 2. Their work in dance lessons is more challenging and the pupils move in good time to the rhythm of 'Blast off – astronauts in space' theme music. They move with good control and balance and in their group can move in unison, varying speed in their improvisation of 'weightlessness in space'. In gymnastics they are able to jump, can incorporate changing shape during jumps and land safely. By the end of the key stage the pupils are able to perform forward, backward and sideways movements and co-ordinate and perform these in a sequence. They are able to work in a group of four pupils and synchronise their actions within the group. The pupils make good progress in their learning in outdoor sports activities. Their skills are enhanced through the good range of extra curricular sports activities including netball, football, rugby as well as athletics. Local sports clubs contribute their expertise to these activities. All pupils swim by the time they leave the school.
114. The quality of teaching is satisfactory overall with one unsatisfactory lesson observed. Lessons are well planned and structured, with warm up and cool down sessions. In the better lessons the management of pupils is effective and the pupils respond with enthusiasm and concentration. They listen to teachers' instructions and work well. The pupils are given opportunities to evaluate their own and others' performances through opportunities to show pupils as good role models in demonstration. In the unsatisfactory lesson the pupils did not respond positively to instructions and there were low levels of persistent disruption from a small number of pupils. The role of the co-ordinator has been developed since the last inspection and a scheme of work now outlines the requirements of each aspect of the subject for each key stage.

RELIGIOUS EDUCATION

115. No religious education lessons in Key Stage 1 and three in Key Stage 2 were observed. Judgements are based on those observed lessons, the scrutiny of planning and of previous work. There is little recorded work in religious education, particularly in Key Stage 1 and in the autumn term in Year 6. Standards are satisfactory at the end of both key stages. Pupils' attainment meets the expectations of the locally Agreed Syllabus. By the time they leave the school the pupils have a sound factual knowledge and understanding of Christianity and other world religions and their significance.
116. By the end of Key Stage 1, the pupils are aware of special people and events in their lives. They are learning about the Old and New Testament stories in the Bible. They know some parts of Jesus' life such as how he was tempted in the desert. The pupils know the stories of the miracles that Jesus performed. There is little recorded work as pupils learn mainly through story and discussion.
117. Pupils' knowledge and understanding increases in Key Stage 2 as they learn about Christian festivals and celebrations and the history of these. They are beginning to be able to express their own feelings in writing as well as through discussion. The pupils are gaining knowledge and respect for other religions such as Islam and Judaism. By the end of Key Stage 2 pupils show an awareness of some of the symbolism and traditions in Christianity and know about the creation as it is recounted in the Old Testament. They talk about Christian ceremonies. They have a growing knowledge and understanding of the sacred buildings, practices and festivals of Christianity and of other religions. Pupils are gaining understanding of the influence of religion on peoples' lifestyles. They are developing understanding that celebrations and practices in

other religions, although different to their own, have significance to the people of these faiths. They can discuss the different religions and their similarities and differences. They show ability to express their feelings and are able to explain why certain things are held to be right or wrong.

118. The quality of teaching is satisfactory overall with teachers' planning showing clear links with the guidelines of the Locally Agreed Syllabus. The pupils are provided with opportunities to discuss different aspects of life and religion, and to show what they understand through drawings and in written work. The most effective teaching is where the teacher sets high expectations of behaviour and work which results in the pupils being well behaved and on task throughout the lesson. In less effective teaching work was not always sufficiently challenging to the higher attaining pupils, or there was no extension work planned for early finishers which affected the pace of the learning. The teachers, in all the lessons observed, were effective in managing pupils' behaviour so as to restrict the possible impact of the misbehaviour of a few pupils on the learning of others. The teaching of religious education contributes to pupils' spiritual, moral, social and cultural development.