

INSPECTION REPORT

Woodlands Park Community Primary School

Maidenhead

LEA area: Windsor and Maidenhead

Unique reference number: 109841

Headteacher: Mr H Penny

Reporting inspector: Mr G T Storer
19830

Dates of inspection: 8th – 11th May 2000

Inspection number: 188587

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Heywood Avenue
Woodlands Park
Maidenhead
Berkshire

Postcode: SL6 3JB

Telephone number: 01628 822350

Appropriate authority: The Governing Body

Name of chair of governors: Mr R Horner

Date of previous inspection: 01 July 1996

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|--------------|----------------------|--|---|
| G Storer | Registered inspector | Maths Information Technology Religious Education Physical Education English as an Additional Language Equal Opportunities | Characteristics of the School How High are Standards Teaching and Learning Improvement / Effectiveness |
| C Haggerty | Lay inspector | | Attitudes, Behaviour and Personal Development Attendance Care for Pupils Partnership with Parents Accommodation / Resources |
| J Morris | Team inspector | Science Design and Technology Music Art Special Educational Needs | Curricular Opportunities Spiritual, Social, Moral and Cultural Development Assessment |
| E Wilson | Team inspector | English Geography History Children Under Five | Leadership and Management |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodlands Park is a residential district in a suburban setting serving the area to the south of Maidenhead. The majority of pupils live in the immediate locality, though a number comes from further afield. The nursery unit is popular with parents, although some children transfer to other primary schools at the age of five. As a result of this, and of fluctuations in the birth rate, pupil numbers vary considerably from year to year and the school is currently not full. There are 177 pupils on the school roll, of whom 38 attend part-time. This is smaller than the average primary school. There are 13 per cent of pupils entitled to free school meals; this is below the national average. Children's attainments are below average when they enter the nursery class. The percentage of pupils with special educational needs (19 per cent) is broadly in line with the national average, although the number of pupils with Statements of Special Educational Need is well above average for a school of this size. The school has a good reputation for its work with pupils with special educational needs and parents from beyond the local area often seek places for their children. As a result, these numbers also fluctuate considerably from year to year. There are very few pupils from ethnic minority backgrounds and the proportion of pupils speaking English as an additional language is low.

HOW GOOD THE SCHOOL IS

The school is effective. By the age of 11, pupils have very positive attitudes to school and achieve satisfactory standards. Most pupils, other than those with special educational needs, are achieving nationally expected standards in English, mathematics and science. However, overall results are below national averages and need to improve further to match those found in similar schools. The quality of teaching is improving. The teaching throughout the school is satisfactory overall and over half of the lessons are good or very good, particularly in Key Stage 1. The headteacher receives good support from the governing body and together they have improved aspects of leadership and management. They have a view of the way ahead and are committed to school improvement. The school provides sound value for money.

What the school does well

- The school's response to the National Literacy and Numeracy Strategies is raising standards in English and mathematics.
- There are frequent examples of good teaching throughout the school and the teaching in Key Stage 1 is good or very good in a high proportion of lessons.
- The arrangements for pupils with special educational needs work well; these pupils are fully integrated into school life, the quality of their learning is good and they make good progress.
- Pupils have good attitudes to school. They behave well and work hard.
- The school's provision for pupils' social development is very effective; pupils form very good relationships with their teachers and with each other that improve the quality of their learning.
- This is a very caring school in which pupils' welfare is a high priority.
- Parents and members of the wider community make a valuable contribution to pupils' learning.

What could be improved

- Standards in English, mathematics and science could be higher by the time pupils leave the school.
- The teaching of music is unsatisfactory; the time allowed for music is insufficient and teachers do not have the necessary expertise to teach music effectively.
- Teachers do not make enough use of assessment information in planning the next steps in pupils' learning.
- The headteacher and staff with subject responsibilities need to be more systematic in monitoring and taking action to improve standards and quality in the curriculum.
- The school could introduce stronger measures to promote and improve pupils' attendance.

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 a satisfactory response to its previous inspection in 1996. The overall quality of teaching has improved. The proportion of good and very good teaching is higher, particularly in Key Stage 1 and the teaching of the basic skills of literacy and numeracy is better throughout the school. This is raising standards in English and mathematics. Standards in geography and in art have improved. By the time that they leave the school, pupils are now achieving satisfactory standards in geography and standards in art are above those normally expected at this age. The school has introduced procedures for assessing pupils' attainment in English, mathematics, science and some other subjects at half-termly, termly or yearly intervals. This enables the school to track pupils' progress more carefully. However, there is still work to be done in this area, as this does not yet extend to all subjects, to daily or weekly assessment, or to teachers using assessment information to match tasks more closely to what pupils know, understand and can do. Governors are more involved in the work of the school. They are well informed and take a more active role in decision making. As a result, forward planning is better than it was. The school development plan sets clear targets for school improvement, although there continues to be scope for co-ordinators to be more directly involved in managing and developing their subject areas.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1997 | 1998 | 1999 | 1999 | |
| English | A | E | E* | E* | well above average A above average B average C below average D well below average E |
| mathematics | C | E | E | E* | |
| science | D | E* | E | E* | |

The most recent National Curriculum tests indicate that pupils' attainments were very low in English and well below average in mathematics and science. These results do not adequately reflect the work of the school. The majority of pupils achieve satisfactory standards in relation to their age and prior attainment. When compared with similar schools, pupils' results were in the bottom five per cent nationally. However, the 'similar schools' comparison is based on the numbers of pupils entitled to free school meals and does not take any account of factors such as special educational needs. In 1998, six out of eleven pupils in Year 6 had special educational needs. In 1999, of 13 pupils in the Year 6 group, seven were on the register of special educational need. Of the pupils capable of attaining the nationally expected standard, most did so, although only one pupil attained an above average score. This year, standards are set to improve. A greater proportion of pupils is on course to attain or exceed the nationally expected standard. This is in part because there are fewer pupils with special educational needs this year, but also because the school is making better provision for higher attaining pupils, particularly in English and mathematics. Over the last four years, results have declined. This too is unrepresentative, as numbers and special needs vary considerably from year to year, making comparison unreliable. Pupils' attainments in information technology are in line with national expectations and standards in religious education are consistent with those set out in the locally Agreed Syllabus. Pupils achieve satisfactory standards in all other subjects, with the exception of music where standards are below, and art where standards are above those normally expected by the end of Key Stage 2. The school is on course to achieve its targets for raising attainment this year.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very positive; teachers successfully create an atmosphere in which pupils are enthusiastic, eager to learn and willingly rise to the challenge to do their best. |
| Behaviour, in and out of classrooms | Pupils' behaviour is consistently good. They are calm and orderly and there is no evidence of bullying or oppressive behaviour. |
| Personal development and relationships | Very good; pupils are mature and responsible in their approach to school life. They form very constructive relationships with their teachers, other adults and with each other that contribute strongly to the school's very positive ethos ¹ . |
| Attendance | Still below the national average – no improvement in recent years. |

Pupils' attitudes, values, relationships and personal development are strengths of the school that have a considerable impact on the quality of their learning and on the progress that they make.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Satisfactory | 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 overall quality of teaching is satisfactory. There are examples of good teaching throughout the school. During the inspection, just over half of the teaching was good or very good, though there was a higher incidence of good teaching in Key Stage 1 and all of the very good teaching (9 per cent) was in Reception and Year 1. Nine per cent of lessons were less than satisfactory. There were examples of unsatisfactory teaching in both key stages, but more often in Key Stage 2. The teaching of the basic skills of English and mathematics is good throughout the school and standards in these subjects are improving. Effective teaching in art enables many pupils to achieve above average standards in their work. A consistent strength of teaching is the teachers' effective management of their pupils. Teachers ensure that pupils are interested, concentrate well and become increasingly independent. This improves the quality of their learning. The teaching of music is unsatisfactory; the time allowed for music is insufficient and teachers do not have the necessary expertise to teach music effectively. A further weakness in teaching is the quality and use of on-going assessment. Where teachers are planning tasks at different levels, as in most English and mathematics lessons, they do so on the basis of generalised assessments and not on the basis of what pupils know, understand and can do. This restricts progress in some lessons. Teaching meets the needs of most pupils. The teaching of pupils with special educational needs is effective; they make good progress and achieve appropriate standards in their work in both key stages. Work for higher attaining pupils is set at a sufficiently challenging level to allow them to attain above average standards in English and mathematics, but this does not always extend to science and to other subjects.

¹ Ethos is the climate for learning, attitudes to work, relationships and commitment to high standards.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The curriculum complies fully with the requirements of the National Curriculum and is extended by a suitable range of extra-curricular activities and competitive sports. However, music has too little time and this adversely affects pupils' progress. |
| Provision for pupils with special educational needs | Good; school provision complies fully with the Code of Practice ² and ensures that those pupils with special educational needs make good progress towards targets in their individual education plans. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Satisfactory overall; moral and social development are particular strengths and contribute to the school's strong and positive ethos, within which the personal development of pupils receives particular emphasis. However, the spiritual dimension is unsatisfactory. |
| How well the school cares for its pupils | This is a caring school in which pupils' safety and welfare are successfully promoted. The monitoring and promoting of good behaviour is particularly effective. |

The school works hard to promote effective partnership with parents, although some parents would like to see this aspect of the school's work improved. By giving their support at home and in school, many parents contribute positively to their children's learning and achievements. However, this could be improved if parents had more detailed information about their children's progress and about the content of the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher and senior staff provide sound leadership. They have a view of the way ahead and are committed to the process of school improvement. |
| How well the governors fulfil their responsibilities | Governors are appropriately involved in the management of the school; they are very supportive of the headteacher and staff, yet conscientious in discharging their statutory responsibilities. |
| The school's evaluation of its performance | Unsatisfactory overall; there is some monitoring of the quality of teaching and learning by the headteacher, subject co-ordinators and governors. However, current monitoring has no clear purpose and therefore does not impact sufficiently on the school development process. |
| The strategic use of resources | The school's priorities are supported through effective financial planning. The school uses its budget and other grant funding effectively and according to principles of best value in order to meet the needs of the pupils. The school provides satisfactory value for money. |

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • Their children like school. • Behaviour in the school is good. • The teaching is good. • Parents feel comfortable about approaching the school with questions or problems. • The school is well led and managed. • The school expects pupils to work hard and do their best. • The school helps pupils to become mature and responsible. | <ul style="list-style-type: none"> • The progress made by higher attaining pupils. • How closely the school works with parents. • The information about how pupils are getting on. • The range of activities available to pupils outside lessons. • The amount of work children are expected to do at home. |

There were 76 questionnaires (50 per cent) returned and 21 parents attended the pre-inspection meeting for parents. Parents' responses were very supportive of the school and of the quality of education provided for their children. A small number of parents expressed concern over some aspects of the school's work. The inspection endorses the positive views of parents but also supports some of their concerns. Inspectors' findings on most of the above points have already been reported in this summary. Inspectors find that the range of activities available to pupils outside lessons is typical of schools of this size. There are some inconsistencies in teachers' use of homework. These relate to amounts set and to the extent to which teachers mark and follow up homework. Such inconsistencies detract from the impact of the work but generally, homework relates quite well to pupils' on-going work and so contributes appropriately to pupils' attainments.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the nursery class, most attain standards that are below average for children of this age. Children in the nursery and in the reception class make good gains in all areas of learning³. However, by the time that they reach statutory school age, some do not fully attain the desirable learning outcomes⁴, though older and higher attaining children are appropriately launched into the National Curriculum Programmes of Study, particularly in English and mathematics.
2. The school's past record in National Curriculum tests and the most recent tests assessments at the end of Key Stages 1 and 2 in 1999 present a complex and apparently contradictory picture. Results vary considerably from year to year. Over four years, standards have varied from well above average to well below average in the same subject. There appear to be marked differences between the two key stages. In 1999, standards in Key Stage 1 were well above the national average in reading and close to the national average in writing, mathematics and science, whilst in Key Stage 2, standards were very low in English and well below average in mathematics and science. The picture is even more complex when one considers the present pupils. Inspection evidence indicates that in Year 2, the proportion of pupils that is on course to attain the nationally expected standard in English, mathematics and science is set to fall, whereas in Key Stage 2 it is set to rise.
3. There are two main factors that give rise to these apparent inconsistencies and so mask the true picture of pupils' attainment. These are the overall number of pupils and the proportion of pupils with special educational needs in each year group. Where overall numbers are low and the special needs load is high, the impact on the normal statistically based view of attainment is dramatic. Standards appear to be much lower than they actually are. For example in 1998, six out of eleven pupils in Year 6 had special educational needs. In 1999, of 13 pupils in the Year 6 group, seven were on the register of special educational need. The school makes good provision for these pupils and many make good progress. Nevertheless, by the end of both key stages, some are still attaining at low or low-average levels. This has a negative impact on the school's average points score⁵ and on the school's position in comparison with schools nationally and with similar schools as measured by the proportion of free school meals (but schools that do not necessarily have these two important variables to contend with).
4. A truer reflection of standards in the school is the fact that most pupils in both key stages are achieving standards that are appropriate to their age and to their prior attainment. Most make satisfactory progress and those capable of attaining the nationally expected standard in English, mathematics and science are on course to do so. Indeed, in some respects, standards are rising. The school analyses test results data more carefully than it did before, and this has highlighted weaknesses in pupils' reading and writing and measures to strengthen the development of reading and writing are beginning to bring about improvements. The introduction of the National

³ areas of learning – These are the components of the curriculum for children under five: language and literacy, mathematics, personal and social development, knowledge and understanding of the world, creative development and physical development.

⁴ desirable learning outcomes – These are goals for children's learning by the time that they enter compulsory education at the age of five. They derive from the areas of learning and mainly refer to literacy, numeracy and personal and social skills.

⁵ Average points score – pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

Literacy and Numeracy Strategies has improved the teaching of basic skills. Additionally, teachers are setting tasks in English and mathematics that are more challenging and this will result in some higher attaining pupils achieving above average standards.

5. However, despite the difficult circumstances that the school faces in respect of pupils' attainment, there are some aspects that could be improved. There are weaknesses in the school's planning and assessment procedures. In English and mathematics, work is increasingly set at different levels to meet the needs of pupils of differing attainment in the class. However, this is often on the basis of broad general levels. This means that some tasks are not firmly based on what pupils know, understand and can do, as for example in science tasks throughout the key stage, and this limits attainment. The developing practice of setting challenging work in English and mathematics is not extended to science and to other subjects, with the result that higher attaining pupils do not always make the gains that they should, for example in gaining investigative skills in science.
6. Pupils achieve satisfactory standards of literacy and numeracy in relation to their age and prior attainment. Since the last inspection, the school has improved the performance of higher attaining pupils. In English, mathematics and science at the end of Key Stage 2, the percentage of pupils on course to attain at the higher than average level 5 is much nearer to the national picture. By the time that pupils leave the school, their attainments in information technology are in line with national expectations and standards in religious education are consistent with those set out in the locally Agreed Syllabus. Pupils achieve satisfactory standards in all other subjects with the exception of art, where standards are above national expectations by the end of Key Stage 2 and music, where standards are below those expected at this age.
7. Pupils with special educational needs achieve well. They are fully integrated into all aspects of the school's life and work. This has a positive impact on the quality of their learning and on their personal and social development. Pupils with special educational needs make good progress towards the targets on their individual education plans. Despite this good achievement, many face quite profound difficulties that result in well below average standards by the time they leave school. However, some pupils who experience early difficulties go on to achieve nationally expected standards. Inspection evidence indicates that there are no significant differences in the attainments of pupils of different gender or background.

Pupils' attitudes, values and personal development

8. Pupils' attitudes, personal development and relationships are very good and their behaviour is good. Pupils willingly join in classroom activities and take part enthusiastically in extra-curricular activities. Boys and girls play well together during breaks, they are very caring and supportive of the younger pupils and pupils with special educational needs. Parents attending the parents' meeting and responding to the questionnaire report that their children enjoy coming to school and that the school helps their children to become mature and responsible.
9. Pupils, including those with special educational needs, have very good attitudes towards learning. Pupils are keen to come to school, many arriving early as part of the rolling start to the day. They settle quickly with quiet reading or other worthwhile activities, whilst waiting for the school day to begin. They persevere with tasks during group activities, even when not under the direct supervision of the teacher. Pupils concentrate well for increasing lengths of time as they move through the school. This has a positive effect on their attainment and progress. Generally, staff teach enthusiastically and this encourages positive responses from pupils, who are keen to

both ask and answer questions. On occasion, the pace of the lesson is too slow and some pupils' attention can wander. Pupils respond well to the encouragement of teachers and support staff, who give praise consistently to raise achievement and recognise effort. This has a positive effect on pupils' progress and self-esteem. Teachers ensure that pupils respond well. The importance of this is illustrated by an incident when pupils' inappropriate attitudes were not corrected, the behaviour in the lesson deteriorated, and this had a negative effect on pupils' learning during the remainder of the lesson.

10. Pupils' behaviour is good. This has a positive effect on learning and the standards achieved. Pupils work well in pairs and in groups, co-operating with each other. Staff have high expectations of behaviour and pupils respond to this. Pupils show self-discipline by their good behaviour when moving around the school, quietly going to assembly or queuing nicely and patiently for lunch. During breaks, boys and girls of all ages mix and play well together. During wet play, Year 6 pupils, volunteer to help with the younger children by organising games and simple classroom activities. Pupils respect the grounds, the buildings and the furniture, which show no sign of graffiti or vandalism. Pupils with special needs are fully integrated in the life of the school and mix well with all pupils. The school operates as an orderly community. There is no recent history of exclusions. There was no evidence of bullying during the week of the inspection and pupils report that bullying is not an issue. Parents at the parents meeting report that the behaviour of pupils is good and that school is a happy environment.
11. Overall, pupils' personal development and relationships within the school are very good. Relationships, between pupils and between adults and pupils are very good. Pupils are polite and welcoming to visitors. During lessons pupils help and support each other constructively. For example, during a physical education lesson, a Year 6 pupil with special needs was partnered and supported very effectively by an able pupil. Pupils' personal development in becoming independent begins in the nursery, where pupils collect their milk and tidy up. In Key Stage 1, pupils collect, use and put away their own resources sensibly. In Key Stage 2, pupils in all classes are involved in the daily routines of the school and their responsibilities increase as they move through the school. Pupils in each class contribute to their class rules at the start of the academic year. This promotes a shared sense of commitment and responsibility. Staff act as good role models. They speak to pupils with respect and pupils respond to this and try to do their best for their teacher. This was particularly evident during a music lesson. Pupils listen to each other's point of view, take turns to speak and respect the views of others, even if they differ from their own. However, in subjects such as science, there are missed opportunities for the more able pupils to take on additional responsibilities, for example, in planning and carrying out their own investigations.
12. The attendance of pupils is unsatisfactory. The attendance rate is still somewhat below the national average and has deteriorated since the last inspection. Almost twenty weeks schooling were lost in the autumn term, due to holidays being taken in term time. This is unsatisfactory and could have a negative effect on the progress and attainment of those pupils who miss school. The high holiday figure also has a significant negative effect on the schools' attendance figures. The unauthorised absence is in line with the national average. Much of this results when parents do not provide reasons for their children's absence. There is no evidence of truancy and other absence is generally due to medical reasons. There is some minor lateness, which is not always correctly recorded. Registration is taken quickly and efficiently allowing school sessions to begin promptly.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching is satisfactory. During the inspection, 91 per cent of all lessons were satisfactory or better; half of all lessons were good and almost 10 per cent lessons were very good. There is good teaching throughout the school, but more consistently in Key Stage 1, where all of the very good teaching took place in Year R/1. Nine per cent of lessons were unsatisfactory. This represents an improvement since the previous inspection when there were fewer high quality lessons and a greater incidence of unsatisfactory teaching. These improvements can be attributed to the commitment to change promoted by the headteacher and shared by the teaching staff. This reflects in the school's successful introduction of strategies for literacy and numeracy. Improved planning has begun to have a positive impact on the teaching and learning of basic skills in English and mathematics, which are good throughout the school. The teaching meets the needs of most pupils. The teaching of pupils with special educational needs ensures that they achieve appropriately high standards in their work. Pupils with the potential for higher attainment receive challenging work in English and mathematics, but there is scope for teachers to extend this to other subjects, where the higher attainers do not always do as well as they should. Consistently good teaching makes a significant contribution to the quality of pupils' learning and increases the progress that they make. This is especially apparent in art throughout the school and in most lessons in lower Key Stage 1, where better teaching means that there is a greater consistency in approach, and this strengthens the continuity of pupils' learning and makes for greater gains.
14. The teaching of children under five is satisfactory in the nursery and good in the reception class. All lessons seen were satisfactory or better, with good teaching in almost 30 per cent of lessons. Teachers and support staff in the nursery and reception class make children very welcome and, as a result, they quickly feel secure. The teachers carefully establish classroom routines and a calm and purposeful atmosphere, in which children's personal and social development is promoted well. This helps children to grow in confidence and independence. Thoughtful planning in the reception class incorporates ample practical activities and good opportunities for structured play. This enhances children's learning and enables them to attain and many of the expectations outlined in the Desirable Learning Outcomes. There is also appropriate provision for older or higher attaining children who move progressively on to work based on the requirements of the National Curriculum.
15. In Key Stages 1 and 2, teaching was satisfactory or better in around 90 per cent of lessons, although there was a greater proportion of high quality teaching in Key Stage 1. In both key stages, most teachers manage pupils well and achieve a good level of discipline, whilst maintaining very positive and constructive relationships. This contributes to pupils' readiness to participate actively in discussions, to share their ideas and to listen to those of others and so adds to the quality of their learning. A good example of this was when pupils in Year 1 discussed 'good and bad personality traits' as part of a religious education lesson. However, a small minority of pupils occasionally displays challenging and, at times, disruptive behaviour. Teachers generally manage these pupils effectively, although weaknesses in pupil management were a contributory factor to one example of unsatisfactory teaching in a physical education lesson at the end of Key Stage 1.
16. Teachers use an appropriate range of teaching styles. There is a successful balance between direct teaching of the whole class and interaction with groups and individuals. Teachers use questioning effectively to encourage pupils' participation and promote thinking, both in large and smaller groups. Classroom management and organisation are sound; teachers prepare resources before lessons, enabling pupils to make a prompt start and proceed at a good pace, for example in art lessons in upper Key Stage 2. There is a good balance between spoken and written responses. At the end of Key Stage 2, there is an appropriate approach to the recording of work. In

subjects such as science, history, geography and religious education, pupils write independent accounts that are well thought out and stimulating. Where they use worksheets, these usually provide an appropriate level of challenge to pupils and do not limit the amount of writing that pupils need to do. In this way, teachers provide many opportunities for work across the curriculum to contribute positively to pupils' learning in literacy.

17. Most teachers have secure subject knowledge and are clear and specific about what they want pupils to learn in the course of a lesson, as for example in literacy and numeracy lessons, during which basic skills are taught effectively throughout the school. The school makes good use of teachers' specific subject expertise to offer an element of specialist teaching in some subjects. This improves the overall quality of teaching in Key Stage 2 and adds to the quality of pupils' learning in subjects such as physical education. However, weaknesses in subject knowledge and in the documentation that supports teachers' planning were contributory factors to unsatisfactory teaching in a small number of lessons. Teaching points lack clarity and pupils' progress is more limited when teachers lack confidence, as in one physical education lesson in Key Stage 1 and a music lesson in Key Stage 2.
18. In English and mathematics, teachers are setting work at different levels to meet the needs of pupils of different levels of attainment in the class. However, this is often on the basis of broad target levels, rather than on up-to-date information about what pupils know, understand and can do. Throughout the school, teachers make insufficient use of regular, well-focused, on-going assessment to provide up-to-date information about pupils' attainments. This is unsatisfactory as it weakens planning and has a negative impact on pupils' progress. This is particularly apparent in science lessons throughout the school. Teachers do not assess pupils' investigative skills adequately and are therefore unable to plan tasks that develop investigative skills progressively. In other subjects, almost all assessment is informal. There are no on-going records and so teachers do not have the necessary information to plan more effectively to meet to needs of pupils.
19. The teaching for pupils with special educational needs is good. The school fully meets the requirements of Statements of Special Educational Need. Teachers base their planning on targets identified in individual education plans and this ensures that pupils most pressing needs are addressed. Teachers work in effective partnership with support assistants. They ensure that support assistants are fully involved in the planning and delivery of support and that other pupils contribute constructively to the learning of those with special educational needs. Teachers have high expectations of pupils' attainment and behaviour. They deal with the pupils, some of whom present behavioural difficulties, in a firm but supportive manner. The effective and consistently applied strategies for behaviour management mean that pupils at the top of the school settle to their work in a way that belies the difficulties that many of them have. This is a credit to the teachers and to the good relationships that they establish with pupils.
20. Teaching support for pupils with special educational needs is provided in a variety of ways to suit the differing needs of the pupils. These range from small group teaching with specialist teachers for Reading Recovery, to individual support for pupils in lessons given through learning support assistants. When pupils are taught in small groups the teaching is invariably good and as a result pupils learn well. Tasks are well matched to the individual needs of pupils, lessons move at an appropriate pace and teachers continually assess the progress that the pupils make. A good feature of many of these lessons is the close link with the work that other pupils in the class are doing in the classroom. Learning support assistants work very closely with teachers and the quality of their contributions makes a very valuable contribution to the

attainment and progress of pupils with special educational needs. The learning support assistants are very knowledgeable and take great efforts to develop their own knowledge and understanding in order to be able to support pupils more effectively. For example, one support assistant has completed a course in the education of autistic pupils in her own time and two others have gained the Specialist Teachers' Assistant Certificate from the Open University.

21. Throughout the school, teachers know their pupils well and respond to their efforts with consistent encouragement. They demonstrate the value they place on their work by carefully mounting and displaying it throughout the school. This promotes the development of pupils' self-esteem and a positive approach to learning. Pupils respond well and, as a result, the quality of their learning is sound. Their work rate is generally high and most make a real effort to succeed. From the earliest stages, pupils show a capacity for concentration and independence in their work. Teachers mark pupils' work regularly. In upper Key Stage 2, some marking is both constructive and developmental, although throughout the school as a whole, there is insufficient marking that reinforces teaching points made in lessons and that encourages pupils to focus on the improvement of specific skills. From their earliest days in school, pupils take home books to share with parents. As they move through the key stages, teachers set a range of homework and this contributes positively to pupils' progress. However there is evidence that some homework assignments are not properly marked and followed up. This reduces the effect of such work on pupils' attainment and has a negative impact on the way parents and pupils respond to homework assignments.

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

22. The school has effectively addressed some of the weaknesses identified in the previous inspection. There are now policies and schemes of work for all subjects, although some are still under review. Overall, the school provides a sound quality and range of learning opportunities and seeks to provide a wide breadth of experience. The curriculum is enriched by the inclusion of swimming throughout Key Stage 1 and 2 and through an appropriate programme of extra-curricular activities. The school provides opportunities for pupils at both key stages to participate in day and residential visits to centres of educational interest. In the planned curriculum, however, there are weaker aspects. The school's planning does not cover adequately all aspects of music. In its concern to ensure an emphasis on the teaching of basic skills of English and mathematics, a disproportionate amount of time is allocated on the timetables, with an organisation into unduly long sessions devoted to similar activities. This is at the expense of the breadth and balance of some other subjects such as music. Time for information technology, design technology and religious education has also been reduced. However, pupils experience a satisfactory curriculum in these subjects and attain appropriate standards by the time that they leave the school. This is achieved by developing pupils' information skills through work in other subjects, blocking the time available for design and technology so that pupils can undertake quite challenging projects and amending the locally Agreed Syllabus to maintain appropriate breadth and balance within a reduced time allowance overall. Satisfactory provision is made for children under five who are offered a broad and balanced curriculum and all staff ensure that the curriculum is the same for both the morning and afternoon groups. The curriculum for children under five fully covers the expectations of the Desirable Learning Outcomes and leads naturally into the work at Key Stage 1.
23. Personal and social education is taught across a range of subjects. There are some inconsistencies in provision. This is partly due to the absence of a uniform and

consistent plan to ensure that teaching takes place regularly in each year group. However, the school sets a high priority to making each pupil feel valued as a special individual and parents are very appreciative of this commitment. Pupils are provided with appropriate opportunities to learn about health issues, sex education and the dangers of drug misuse, mainly through the curriculum in science. The strategies for teaching literacy and numeracy skills are well established and have contributed to raising standards. All pupils benefit from this provision including those with special educational needs. There are, however, limited opportunities for pupils to develop independence particularly in science and mathematical investigations. As a result, there is insufficient challenge for some older pupils in mixed age classes, particularly the higher attainers. The school meets statutory requirements for teaching the subjects of the National Curriculum and all pupils have equality of access and opportunity. The school has formulated its own scheme for religious education. This is satisfactory as it closely reflects the requirements of the locally Agreed Syllabus.

24. Provision for special educational needs is good and the standards seen at the last inspection have been maintained. Pupils' needs are clearly identified and appropriate action taken. The role of the special educational needs co-ordinator is central to this and the level of co-operation between her and the staff is good. The quality of this provision makes a positive contribution to children's progress.
25. The school has effective links with the community and partner institutions. There are satisfactory links with the local Police, Community Centre and Rotarians, as well as with local industries that have donated computers to the school. The school values and contributes to good relationship with the local schools. These are constructive and work to the benefit of pupils by the sharing educational visits and by making the move to secondary schools much easier for Year 6 pupils.
26. Provision for pupils' spiritual, moral social and cultural development is satisfactory overall. Particular strengths lie in moral and social education while the provision for spiritual development is relatively weak. This is due in part to the absence of a broad music curriculum but also to the lack of spiritual dimension in assemblies and other lessons. This is a weaker picture than that reported in the last inspection. Some opportunities exist for pupils to reflect on their learning in religious education lessons and in art and music lessons, where they encouraged to express their feelings about particular works. When pupils cover the story of a Hindu girl in a Literacy lesson, they are encouraged to imagine how she might feel in a culture different from her own. However, the spiritual dimension is not properly represented in curriculum planning and as a result pupils' experience and learning in this area are patchy, inconsistent and unsatisfactory overall.
27. The school makes good provision for pupils' moral development. Themes of right and wrong are emphasised well in the daily life of the school and reinforced by the good example set by staff and older pupils. All pupils, including those in the nursery, are encouraged to care for each other. Social development is very good and many opportunities are planned for pupils to work in social contexts, usually as paired or group work in lessons. Relationships in the school are very good and pupils play well together in the playground. Several residential visits introduce pupils to another side of social living. However, the strongest influences on social development are the caring community values such as tolerance, understanding and respect for others that permeate the life of the school.

28. Provision for cultural development is satisfactory overall. Pupils have opportunities to learn about their own culture through history, art and traditional stories. The numerous visits that are made out of school and the extra-curricular activities that are available enhance this provision further. Religious and secular festivals are celebrated throughout the year. Through art, story, and the study of other countries, pupils gain a fair understanding of the variety of different cultures around the world. There are some opportunities for pupils to learn about other cultures in British society but these are limited. The development of pupils' understanding of Britain as an ethnically and culturally diverse society is not fully developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school's procedures for child protection and for ensuring pupils welfare, health and safety are good. The school has retained the good standards of care reported in the last inspection. The conscientious caretaker regularly makes risk assessments of the school premises and carries out all minor repairs to a high standard. He ensures that legal requirements are met in respect of the testing of alarm systems, fire fighting equipment and all electrical appliances. There are very good procedures for attending to pupils' medical conditions and for dealing with minor accidents. For example, pupils who suffer from asthma are taught the correct way to use their inhalers. All first aid incidents are dealt with appropriately and recorded. Staff have received training on using the 'epi-pen' in case of an emergency and have also attended a one day first aid course. Pupils are well supervised at all times by a very committed and caring staff. The school is in regular contact with outside agencies to ensure appropriate support is available to pupils. Parents report that staff are very helpful and supportive when there are concerns about a child. There are satisfactory procedures in place for child protection and the named person has had the appropriate training.
30. The schools' procedures for monitoring and promoting attendance are unsatisfactory. The school provides appropriate information to parents on the importance of regular attendance, but the headteacher and governing body are insufficiently robust in following up incidents of unexplained, repeated or prolonged absence. The school is however currently reviewing its procedures to include first day contact with parents if they do not know the reason for a child's non-attendance at school. The school has support from the Education Welfare Service, but could make more use of Welfare Officers to reinforce the school's position with families whose children are frequently away from school. There are also irregularities in the keeping of attendance registers. Not all registers conform to current guidance and this throws the school's attendance figures into some doubt. The school has a late book, but not all children sign in when they are late. Pupils are recorded when going off site during the school day. The school recognises pupils with very high attendance, but there is scope to make more of this aspect of pupils' achievement in order strengthen parents' and pupils' perceptions and to motivate them further in this regard.
31. The school has effective procedures for monitoring and promoting good behaviour. The school has very high expectations of behaviour and staff act consistently as good role models. The schools system of awarding House points or merits for good behaviour, work and effort is very successful. Pupils understand the rules and take great pride when they are presented with merit stickers at assembly. Procedures for monitoring and eliminating oppressive behaviour are good. Lunchtime is well supervised and the Midday Assistants have very good strategies for promoting good behaviour reporting to the headteacher if there are any concerns. There are agreed sanctions to discourage inappropriate behaviour. These are graded in small steps of increasing seriousness. This allows teachers and supervisors a variety of options when dealing with incidents and usually results in gentle pressure that brings misbehaving pupils back into line. These procedures are understood by children and

their parents, who are usually involved in resolving more serious matters alongside the headteacher.

32. Procedures for monitoring pupils' personal development are good. Staff know pupils well and use this knowledge to provide effective support on a day to day basis. Personal development is monitored through the use of the schools' rewards and sanctions policy and through information gained at parents consultation meetings. Staff take time to listen to pupils and talk through any concerns they may have. Teachers share information with learning support assistants to ensure effective support and monitoring of pupils' personal development. For example, reticent pupils and pupils with special educational needs are asked to take messages. This is very effective in raising pupils' levels of independence and self-esteem. The provision for pupils with special educational needs is good. However, the speech therapy, which is available to the school, does not always match the provision specified in statements of educational need.
33. The procedures for assessing pupils' attainment and progress over time in English and mathematics are satisfactory. In science, pupils' investigative skills are currently not assessed and this is being reviewed by the co-ordinator. A range of assessments, including baseline, statutory tests, and the optional tests from the Qualifications and Curriculum Authority, are used to monitor pupils' progress. The school uses the results of these assessments to identify strengths and weaknesses in the curriculum, to identify pupils with special educational needs and the higher attaining pupils and to monitor issues such as differing attainment of boys and girls. As an example, boys' attainments in reading were found to be below those of girls and support for boys' reading was successfully introduced. Assessment results help teachers to set targets for pupils, particularly at the end of Key Stage 2, but pupils are not informed or made aware of their level of work, so do not participate directly in improving it.
34. The assessment and recording of attainment in all subjects are inconsistent and teachers do not make best use of the information that they have. Although teachers know their pupils well, their use of assessment to inform planning, both in the short and medium term is unsatisfactory. Teachers use the schemes of work to guide them in their curriculum planning. This is effective for English and mathematics, as the National Literacy and Numeracy Strategies help teachers plan work to meet the needs of pupils of different levels of attainment. Even in English and mathematics, tasks are usually differentiated on the basis of broad target levels and not on the outcomes of on-going assessment. Teachers do not always adapt other schemes of work to meet the needs of all pupils. Some schemes, such as that for physical education and music do not present a clear and detailed progression of skills to serve as criteria against which assessments can be made. Teachers often plan work to meet the needs of only one, or sometimes two groups in the class. As a result, work may lack challenge or be too challenging for some groups of pupils. This results in lack of progress and pupils not achieving standards of which they are capable.
35. The exception to this is assessment that is used to identify and then track the progress of pupils with special educational needs. Pupils with special educational needs are identified early. They are monitored closely by the special educational needs co-ordinator and their progress recorded in detail. Consequently their needs are met well particularly in literacy, mathematics and in withdrawal sessions. Teachers' planning relates closely to targets in individual education plans and, as a result, they make good progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. Parents who attended the parents' meeting and those who completed the parents' questionnaires are very pleased with what the school provides and achieves. Some parents report that they would like to have more information about the school curriculum and their children's progress. Parents report that the school involves them at an early stage if there are concerns about a child's behaviour.
37. The schools' links with parents are satisfactory. The school prospectus and the governors' annual report to parents are informative, well presented and provide all the required information. Regular newsletters keep parents up to date about forthcoming events and fund-raising activities. Parents appreciate the rolling start to the school day. This works well as it allows parents of younger children to ensure that they are settled and happy and gives them the opportunity to discuss with staff any concerns they may have. Parents of pupils in Key Stage 1 are given guidance at parents' evenings on how to help their children at home with reading. There is also one curriculum meeting per year when interested parents are informed about current educational initiatives, such as the National Literacy Strategy. There are opportunities for three parent consultation meetings per year but pupils' annual reports do not show clearly what pupils know, understand and can do and there are no targets for improvement. Neither does the school provide parents with advance notice of the topics that pupils will be studying. These shortcomings in the information provided for parents reduce parents' ability to support pupils' learning in the home. However, parents of pupils with special educational needs are provided with very good information on their children's progress. They are fully involved in setting targets at annual reviews. Targets are reviewed regularly and amended as necessary. These arrangements ensure that parents of pupils with special educational needs are fully involved in their on-going education and this contributes positively to the progress that these pupils make.
38. Parental involvement in their children's learning is good overall. The school has recently introduced a new homework policy, involving parents and their children in 'Family Learning'. Parents are keen to support their children's learning at home but report that there are some inconsistencies in the amount of home work set, and in some cases, particularly with projects set during half term, pupils are unable to complete the work. The school retains the homework sheets and some parents report that they would prefer a homework diary, which would allow them to see the results of their family efforts. Inspection evidence indicates that there are some inconsistencies in teachers' use of homework. These relate to amounts set and to the extent to which teachers mark and follow up homework. Such inconsistencies detract from the impact of the work but generally, homework relates quite well to pupils' on-going work and so contributes appropriately to pupils' attainments. For example, homework for pupils with special needs is set at an appropriate level and is linked to targets on their individual education plans. The hard-working parents association is well organised and raises a substantial amount of money each year through a range of social and fund-raising activities. Fund-raising events receive good support from parents. However the school reports that curriculum meetings are not always well attended. Parents of pupils with special educational needs report that they are very happy with the care and support that the school provides. They are fully involved by the school in monitoring educational targets and targets for life skills that are realistic and achievable. There are some parent helpers in the school and parents help regularly with swimming. The impact of parents' involvement in their children's learning is good and is effective in consolidating and extending pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The headteacher provides sound leadership in giving direction for the work of the school. He supports the staff appropriately, working dedicatedly for the benefit of the pupils. He has successfully established a strong spirit of teamwork amongst all the staff in pursuit of the school's aims and values. A significantly positive outcome arising from this is the very good, trusting relationships, which arise between staff and pupils and among pupils themselves. This results in a well ordered and pleasant learning environment, within which pupils are confident and well behaved. The deputy headteacher supports the headteacher appropriately in the management of the school. She has important responsibilities for financial matters concerning the raising of standards. The day-to-day administration of the school and the budget is managed efficiently by the school secretary who has received appropriate training. Teachers attend weekly staff meetings when curricular matters are discussed in order to improve the work of the school. The caretaker works conscientiously in producing and maintaining a stimulating and pleasant outdoor learning environment. All in all, the headteacher is successful in developing a strong sense of commitment to the school amongst children, parents, all of the staff and the governing body.
40. The chair of governors is very actively involved in the life of the school. He discharges his responsibilities conscientiously and works hard towards raising standards of provision. Under the leadership of the chair, the governors understand the school's strengths and weaknesses and are involved effectively in shaping the direction of the school. Governors are effective in helping to see that the school meets its statutory obligations, provides equal opportunities, uses financial resources appropriately and remains true to its aims and values. Through the process of discussion, the governors' views influence the School Development Plan. Four governing body committees have been set up since the previous inspection. They meet each half term to discuss finance, curricular, staffing, and sites and buildings matters. Some governing body committee members have been trained suitably to meet their responsibilities. For example, members of the curricular committee have received training in the National Literacy and Numeracy Strategies and visit classrooms to observe literacy and numeracy lessons from an informed outlook. Teacher governors report to the full governing body on curricular developments. These procedures show an improvement since the previous inspection, when the governing body had few formal links with classes or the curriculum and was not closely involved in development planning.
41. At the last inspection, it was reported that monitoring of the curriculum did not lead to the systematic raising of standards or the quality of education provided. This has changed considerably and school staff are now willing to examine their own and each other's practices in a constructive and collaborative way in a search for ways to improve. The English and mathematics co-ordinators have undertaken training in their subjects and shared it with the staff. This has included demonstration lessons being conducted by the co-ordinators and follow-up monitoring of lessons, after which feedback was given to the teachers concerned and to the head teacher. This has been beneficial and has led to some improvements. For example, additional Learning Support Assistants have been appointed to provide extra support, which has been targeted at Year 5, in order to help raise standards. Additionally, increased time has been allocated for pupils to develop their writing skills and greater use of drama has been adopted to encourage pupils' imaginative skills.
42. Co-ordinators have been appointed to take responsibility for most of the subjects, and not just for English, mathematics and science, as was the case at the last inspection. Newly appointed co-ordinators have reviewed subject policies and schemes of work and in some cases have improved them. For example, the geography scheme sets out learning objectives and apportions the curriculum to year groups giving greater

guidance for teachers to follow. Therefore, a good start has been made. However, some schemes of work, such as that for music, give insufficient guidance to teachers. In addition, the monitoring processes relating to the observation of teaching, and scrutiny of planning and of pupils' work are not yet sufficiently systematic, clearly enough focused or rigorous enough to be able to identify all the areas where teaching may be improved. Thus, there remain some inconsistencies, for example in setting clear learning objectives, in the quality of planning and practices in marking pupils' work. Similarly, information arising from assessment of pupils' attainment and progress is not yet being used in a sufficiently systematic way to identify specific weaknesses in learning that need to be remedied by improved, clearly focused teaching.

43. This lack of clarity is reflected in some lack of detail and precision in the planning of the school's development. Development planning has been appropriate in addressing the top priority of raising standards and has rightly and effectively focused on successful implementation of the National Literacy and Numeracy Strategies. Appropriate action has been taken to meet targets for improvement. However, development planning is not specific enough on how further improvement is to be achieved. This is because the monitoring of teachers' planning and teaching, or analysis of pupils' achievements is not sufficiently incisive to show exactly how further improvement can be made.
44. The school meets all its legal requirements with the exception of carrying out regular appraisals of teachers' performances. Nonetheless, the head teacher discusses professional development with teachers and encourages and advises them about training needs and, to a certain extent, covers the requirements of this aspect. In this connection, the school does not yet have a performance management policy to manage the whole school improvement process. The senior staff have given good support to newly qualified teachers through an appropriate programme of induction. This has been successful in integrating these new teachers and helping them to contribute positively towards raising standards.
45. The school has an appropriate number of teachers and other staff. Teachers and support staff are deployed sensibly. They teach age groups of pupils to which they are well suited and enable pupils to make at least satisfactory and often, good progress. The Year 6 teacher organises the curriculum for pupils with special educational needs effectively, including the management of those with emotional and behavioural difficulties. The learning support assistants provide good assistance for pupils with special educational needs. The other learning assistants, such as the nursery nurse, and those who work with pupils who have statements of educational need also provide good support for pupils with special educational needs.
46. Careful financial planning supports the school's educational aims and priorities. This planning is appropriately forward-looking and governors are already considering initiatives that extend beyond the current year. The governing body, in close collaboration with the headteacher and school secretary, manages the school's delegated budget efficiently. The use of the school's budget is carefully planned and regularly monitored. This ensures that the school meets its on-going financial commitments and targets available funds on identified areas for development. The school uses specific grant funding, such as the Standards Fund, appropriately. The school applies the principles of best value for money satisfactorily. It uses data to compare its performance with that of other similar schools and strives to improve the performance of all of its pupils. It ensures that services provided by outside bodies are economic and effective.

47. The school's accommodation is good. The nursery provides suitable indoor and outdoor facilities for children under five. The classrooms in the main school are an open plan design with shared resource areas. The classrooms are of sufficient size for the number of pupils. They allow for the grouping and regrouping of pupils, although some carpet areas are small for the number of children. There is some noise intrusion when one class has a practical activity and the next class has a quiet lesson. If not managed carefully, this can affect the concentration of pupils. Children in the nursery have to pass through another teaching area to reach the hall. However, this is done quietly and does not appear to distract the reception children. Staff use the available areas effectively for individual and group work. The library of non-fiction books is well organised and texts are grouped and labelled into categories clearly, enabling pupils to use it readily and easily. The hall is used for assemblies, physical education lessons and as a dining hall. Displays around the school are of good quality, stimulating and motivating pupils to learn. Displays celebrate pupils' achievements and support all areas of the curriculum. The outside area has been redesigned since the last inspection and is now excellent. A lot of time, effort and thought have been used to produce the stimulating, pleasant, outside learning environment. Overall the accommodation provides for effective teaching and has a positive impact on the quality of pupils' learning.
48. Overall resources for learning are satisfactory. Resources in information technology, and physical education are good. In all other subjects resources are satisfactory. The school has a newly installed heated swimming pool, a landscaped area with seating, a football field, wild garden area with a pond, large play equipment and a small remembrance garden. Pupils were fully involved in the designing of the area and many of their ideas have been incorporated in the finished design. The quality of the outdoor environment makes it a valuable resource that contributes effectively to pupils' learning in science, physical education, design and technology and to aspects of their personal and social development. Fiction books are kept in classroom bays. They are sufficient in quantity, and titles are matched well to pupils' ages and abilities. Texts for the reading scheme books are appropriate too. Books for higher and lower attaining pupils are particularly suitable, encouraging the building of skills and enjoyment of the story line. The schools use of two residential trips adds to the quality of resources. Visitors to the school, such as the local police officer, health professionals and representatives of the church, are used as a resource to enhance pupils personal, social and health education.
49. The school has a strong commitment to raising standards of achievement and providing its pupils with a good education in a lively and stimulating environment. Taking into account the school's income, its social and educational context, pupils, standards of attainment and the quality of education provided, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to raise standards of pupils' attainment and extend the school's current achievements, the governors, headteacher and staff should jointly:
1. Raise standards of attainment in English, mathematics and science by the end of Key Stage 2 by:
 - ensuring that teachers use on-going assessments to plan work to meet the specific needs of pupils of differing levels of attainment, but especially for those average and lower attaining pupils who do not achieve the nationally expected standard.
 - refining the monitoring of English, mathematics and science so as to identify and build on areas of effective practice and eliminate remaining weaknesses. (paras: 5, 18, 42, 65, 66, 72, 81 and 101.)
 2. Improve the teaching of music by:
 - providing additional training for those teachers who have insufficient subject knowledge and understanding.
 - ensuring that guidance documentation provides a comprehensive planning framework for teachers.
 - allocating sufficient curriculum time to meet the demands of the subject and National Curriculum requirements. (paras: 6, 17, 22, 34, 102 and 105.)
 3. Improve the school's monitoring of pupils' standards of attainment and progress by:
 - extending arrangements for the regular assessment of pupils' attainment to all core and foundation subjects.
 - ensuring that assessment data is systematically recorded and used in the planning of the next stages of pupils' learning.
 - using specific learning objectives in planning as the criteria for evaluating the quality of pupils' learning and achievement. (paras: 5, 33, 34, 42, 43, 63, 81, 82, 86, 110 and 115.)
 4. Improve the management of the curriculum by:
 - extending monitoring arrangements to cover all subjects of the curriculum.
 - ensuring that all monitoring has a clear purpose that is linked to raising standards or school improvement targets.
 - giving co-ordinators a greater role in monitoring standards and quality in their subject areas. (paras: 42, 66, 72, 86, 91, 96 and 115.)
 5. Improve attendance levels by:
 - stating parents' responsibilities and the school's position on attendance more clearly in school publications.
 - following up all incidents of unexplained, unauthorised or prolonged absence and taking appropriate action to prevent its reoccurrence. (paras: 12 and 30.)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- ensuring that teachers plan more specifically for the spiritual dimension of pupils learning. (para 26.)
- improving the content of pupils annual progress reports to reflect more accurately what pupils know, understand and can do. (para 37.)
- Ensuring that all homework assignments are properly marked and followed up with pupils. (paras: 20 and 38.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 44 |
| Number of discussions with staff, governors, other adults and pupils | 42 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 9 | 43 | 39 | 7 | 2 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 26 | 158 |
| Number of full-time pupils eligible for free school meals | 8 | 17 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 5 |
| Number of pupils on the school's special educational needs register | 2 | 27 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 2 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 3 |
| Pupils who left the school other than at the usual time of leaving | 11 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.8 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.6 |
| 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 | 10 | 11 | 21 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 9 | 9 | 9 |
| | Girls | 9 | 9 | 11 |
| | Total | 18 | 18 | 20 |
| Percentage of pupils at NC level 2 or above | School | 86 (60) | 86 (60) | 95 (80) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 9 | 9 | 9 |
| | Girls | 9 | 11 | 9 |
| | Total | 18 | 20 | 18 |
| Percentage of pupils at NC level 2 or above | School | 86 (70) | 95 (70) | 86 (100) |
| | 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 | 5 | 8 | 13 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 1 | 3 | 2 |
| | Girls | 5 | 4 | 4 |
| | Total | 6 | 7 | 6 |
| Percentage of pupils at NC level 4 or above | School | 46 (36) | 54 (18) | 46 (9) |
| | National | 70 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 1 | 1 | 2 |
| | Girls | 4 | 4 | 4 |
| | Total | 5 | 5 | 6 |
| Percentage of pupils at NC level 4 or above | School | 38 (54) | 38 (82) | 46 (64) |
| | National | 68 (65) | 69 (65) | 75 (71) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 1 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 120 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 6 |
| Number of pupils per qualified teacher | 26.4 |
| Average class size | 24.2 |

Education support staff: YR– Y6

| | |
|---|-------|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 98.25 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 21 |

| | |
|---|------|
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 32.5 |

| | |
|--------------------------------|------|
| Number of pupils per FTE adult | 10.5 |
|--------------------------------|------|

FTE means full-time equivalent.

Financial information

| | |
|----------------|----------|
| Financial year | 1998 / 9 |
|----------------|----------|

| | £ |
|--|-----------|
| Total income | 291999.00 |
| Total expenditure | 291077.00 |
| Expenditure per pupil | 2036.00 |
| Balance brought forward from previous year | 1653.00 |
| Balance carried forward to next year | 2575.00 |

RESULTS OF THE SURVEY OF PARENTS AND CARERS

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 151 |
| Number of questionnaires returned | 76 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 66 | 30 | 4 | 0 | 0 |
| My child is making good progress in school. | 45 | 39 | 13 | 0 | 3 |
| Behaviour in the school is good. | 37 | 55 | 5 | 0 | 3 |
| My child gets the right amount of work to do at home. | 35 | 49 | 12 | 0 | 4 |
| The teaching is good. | 61 | 36 | 1 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 37 | 47 | 13 | 3 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 62 | 33 | 4 | 1 | 0 |
| The school expects my child to work hard and achieve his or her best. | 48 | 45 | 4 | 0 | 3 |
| The school works closely with parents. | 38 | 46 | 14 | 1 | 0 |
| The school is well led and managed. | 53 | 41 | 4 | 1 | 0 |
| The school is helping my child become mature and responsible. | 50 | 43 | 5 | 0 | 1 |
| The school provides an interesting range of activities outside lessons. | 19 | 31 | 27 | 15 | 9 |

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

51. Children enter the nursery in the term after their third birthday on a part time basis. They begin the Primary School, on a full time basis, in the term after their fifth birthday. As reception pupils, they spend part of the year in the nursery class before moving into the reception class. At the time of the inspection, 52 children were under five. Profitable links between the reception class and the nursery form part of the school's good induction arrangements, which provide a well-planned introduction to school life for both children and their parents. Transfer arrangements are good and supported well by thorough assessment records.
52. The quality of teaching in the nursery class is satisfactory overall and sometimes good and very good. In the reception class, teaching is good with examples of very good teaching in some lessons. Basic skills are particularly well taught in both the nursery and reception classes. This contributes significantly to the good progress children make and to the good attitudes they have to their work. These inspection findings show that teaching has improved since the previous inspection and by the time they are five most children attain standards consistent with those expected for their age group. Work is planned thoroughly to provide a broad and balanced curriculum within which all of the required areas of learning are addressed. Although thorough, planning in the nursery is too extensive and therefore unsustainable. A scheme of work embodying the content of the curriculum and how it should be taught has yet to be developed. Such provision would prevent repetitive planning, afford greater structure and ensure that learning was built upon systematically.

Personal and social development

53. Children's personal and social development is given suitable priority and most pupils attain satisfactory standards by the time they are five years old. A wide range of successful teaching strategies enable children to enjoy their learning and feel secure in the classroom and wider school community. Teachers build confidence in children through skilled encouragement and by showing that their responses to work are valued. Consequently, children are keen to succeed and work hard to this end. They have good attitudes to their work: they keep to the tasks they have chosen, sustain concentration for a considerable time and relate agreeably to each other as they work and play. Class teachers and assistants know the children well and support their different needs effectively, which enables them to make good progress. Children show independence by setting up materials and equipment for tasks and clearing away after activities. This is highly developed in the reception class. Anti-social behaviour is effectively discouraged through positive attitudes, the implementation of a few simple rules and the encouragement offered by staff for all forms of good behaviour. Consequently, behaviour is good. Great respect and concern are shown to children, building effectively their self-respect and esteem.

Language and literacy

54. Children benefit greatly from well-structured lessons to promote language and literacy skills. Good opportunities to speak and listen are planned for, but in addition to that, every possible opportunity to promote language skills is grasped as it occurs across the curriculum. Knowing that teachers value their contributions encourages children to respond confidently and they make good progress in building speaking and listening skills. Attainment is equal to the expected level by the time they are five. A wide range of activities to foster reading and writing skills is prepared thoroughly by the teachers.

As a result of the high focus given to the teaching of phonics and the good strategies used, children make a good start with early reading skills and enjoy sharing books and being read to. They particularly enjoy talking about the pictures and characters in favourite books such as 'There's Something at the Letter Box' or sharing the pictures and factual information in non-fiction books such as 'The Life Cycle of the Butterfly'. By the time they are five, several children are beginning to read simple texts and attainment is in line with the expectations for this age group. Children draw pictures, recognisable letters, and a few words to represent their stories. In writing, they attain in line with the expectations for their age.

Mathematics

55. In mathematics, children practise successfully skills such as counting, ordering, adding and subtracting numbers to 10 and beyond, through well-structured activities and games, many of which are home-made to match exactly children's needs and stages of development. A good mathematical session was seen in the nursery when children exercised their mental agility by counting up and down to ten, identifying which number came before and after a randomly selected one and solving one more and less problems. Through such activities, children develop language, number and problem solving skills effectively. To reinforce the use of correct mathematical vocabulary and understanding of addition and subtraction, children sing a wide variety of rhymes and jingles. Time is used well in lessons and children benefit from the appropriate balance between teaching time and time to practise and consolidate their skills, through suitably challenging tasks and good supporting resources. Such good practice maximises learning opportunities and enables children to make good progress and many attain appropriate standards in mathematics by the time they are five.

Knowledge and understanding of the world

56. Children develop a respectful awareness of the world around them. In the topic entitled 'Ourselves' children talk and write about where they live, their families and their environment. Worthwhile opportunities are provided for them to be aware of nature. For example, they engage in pond dipping in the school grounds and recognise features of living things. They go further afield to visit a deer farm where they learn of their needs and habitat. Upon return to school they record their findings by painting, drawing and writing. In their study of 'People Who Help Us', children enjoy stimulating experiences such as visits from the local policeman. Materials are explored effectively and skills of cutting, gluing, joining and drawing are used well for a variety of purposes such as making models of speckled frogs. Satisfactory opportunities are provided for children to develop computer skills to support and extend understanding of mathematics and reading. By the time they are five, children attain standards in line with those expected for their age.

Physical development

57. In physical development, children grasp awareness of space well in routines and games, which involve a variety of movements such as running, walking and jumping. They move confidently with appropriate control and co-ordination. To further this sound attainment, purposeful use is made of a variety of small apparatus both in and out of doors. Wheeled vehicles for outdoor play promote the development of physical as well as personal and social skills such as sharing, taking turns and interacting together. Children are given many opportunities to strengthen their fingers so that they use scissors and a variety of construction toys well. They build impressive structures such as dinosaurs with construction kits. When holding pencils and paint brushes, they are encouraged to do so properly and form good habits from the start of

their schooling. Staff are diligent about keeping children safe in movement lessons and when handling tools. Children make good very progress and attain standards in line with expectations in physical development.

Creative development

58. Creative development is nurtured profitably through stimulating activities involving art, music and imaginative play. To promote understanding of abstract art, children discuss the work of famous artists such as Picasso and Klee and work after their styles in producing imaginative abstract self-portraits. A good range of collage materials is made available and children use it practically and imaginatively to produce for example an effective collage rainbow fish with fabrics and paper. They sing and perform well, action songs such as 'This Old Man' and 'Five Little Speckled Frogs' and enjoy using percussion instruments. Good opportunities, such as the Christmas Play, are offered for children to perform to an audience. Through such a range of activities, children make good progress and most attain expected standards in creative development by the time they are five.

ENGLISH

59. Pupils' attainment standards as they approach the end of Key Stage 1 are similar to those found nationally in speaking, listening and writing and above average in reading. The exception to this occurs in attainment of Level 3 writing, when fewer pupils than expected nationally, secure this higher level. At the end of Key Stage 2, standards of attainment are influenced profoundly by the presence of a large percentage of pupils with special educational needs within the group. This has the resultant effect of reducing the overall attainment level. Thus, by the end of Year 6, pupils' attainment standards in reading and writing are below the expected level. Comparing Year 6 pupils' current attainment with their national test results at the end of Key Stage 1 shows that they have made satisfactory progress throughout Key Stage 2.
60. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2, showing a marked improvement since the last inspection. Throughout the school, the quality of teaching, particularly of basic skills of reading and writing, when it is consistently good, contributes significantly to the progress pupils make and to the good attitudes they have to their work. Pupils with special educational needs and lower attaining pupils make good progress towards specific reading and writing goals. This is the result of two good school initiatives towards raising standards. These are teaching initiatives, which provide support for these groups of pupils in literacy lessons. This comes from the specially trained classroom assistants who carry out the Additional Literacy Strategy and from the school's educational support assistants who work on a one-to-one basis. with pupils who have special educational needs
61. Throughout the school, teaching is proficient in nurturing pupils' speaking and listening skills. Teachers build good trusting relationships with pupils and show by their respectful handling of pupils' responses to questions and contributions to discussions that their views are valued. This methodology builds pupils' confidence. As a result, they are not afraid of giving the wrong answer and interact enthusiastically, showing obvious pleasure in activities, which afford such opportunities. Good examples of this were seen throughout the school. For example, a very good interactive session was seen in the Year 1 class when, by using skilful questioning techniques the class teacher successfully involved pupils in a discussion about abstract portrait paintings. She encouraged them to use correct technical vocabulary in their responses by making good use of visual aids to prompt them, providing clear explanations and by being a good role model. Another very good

example was seen in Year 5 when pupils of all ability groups volunteered to explain their findings about the Romans to the whole class audience at the end of a history lesson. This they did competently, demonstrating mature presentational skills, not least by their use of visual aids to add clarity to their explanations. As a result of this strength in teaching, pupils make good progress in gaining speaking and listening skills and attain standards at the end of both Key Stages 1 and 2 in line with those expected nationally for these age groups.

62. Significant attention is given, by all teachers, to nurturing reading skills. However, Key Stage 1 teachers' planning provides greater structure and has more clearly focused learning objectives than at Key Stage 2. Planning at Key Stage 1 provides detailed guidance for learning support assistants to follow as they work with groups of pupils. This ensures that pupils receive purposeful learning experiences. A good example was seen in Year 1 when the learning support assistant, with reference to the teacher's guidance, confidently assisted a group of pupils to increase successfully their understanding of how to use non-fiction books. They built up vocabulary such as contents page and index and went on to develop research skills well. Additionally, Key Stage 1 teachers make good use of resources such as games, many of which are home-made, to promote phonic skills. As a result of such good practice, pupils of Key stage 1 make good progress in building reading skills, and attain standards above those expected nationally for this age. Most have secure phonic skills and use them to make sense of unfamiliar words. They read with a good level of accuracy, expression and understanding and enjoy talking about the stories they have read.
63. Key Stage 2 teachers' planning is not as thorough as in Key Stage 1. For example, learning objectives are not as sharply precise and guidance is not prepared for learning support assistants to ensure that when supporting and guiding a reading group, they know the purpose of the task and the key points to develop. Also, due to lack of focus in learning objectives, when exploring texts with pupils, teachers' questions sometimes fail to challenge and extend pupils' understanding. As a result, although higher and middle attaining pupils read confidently, with good expression and understanding, they are less sure about drawing evidence from across the text to support their views and commenting on simpler features of the writer's craft. On the other hand, teachers take great care to ensure that the texts pupils read are matched well to their ages and abilities. This has the very positive effect of building confidence and sustaining pupils' interest in reading. A good example of this is the interest lower ability Year 6 boys have in books. The story lines are mature enough to interest them and the language simple enough for them to read independently and with enjoyment.
64. The National Literacy Strategy Framework guides the teaching of writing skills appropriately. Additional time is set aside for pupils to use their skills in independent writing sessions, when they write in a variety of forms, such as letters, instructions, creative stories and factual accounts. Methods used to raise standards of accuracy in spelling and punctuation have been effective in bringing greater clarity to pupils' writing at both key stages. At Key Stage 1, pupils' narrative writing is underdeveloped in story lines and too little use made of joining words and vocabulary. As a result, stories lines are basic and sentences are mostly simple, giving a clipped effect to the writing and detracting from its fluency. This prevents pupils from attaining the higher Level 3 in writing.
65. By the end of Key Stage 2, pupils write with a good level of accuracy in spelling and punctuation. They are developing mature writing styles by using a rich vocabulary and a variety of simple and complex sentences effectively. The structure of their narrative writing has improved greatly so that, pupils write in well-organised paragraphs. However, story lines are not always thoroughly thought through resulting in ineffective sections occurring either in the setting, middle or ending. This detracts from otherwise

successful and interesting writing by pupils of all ability groups. Pupils also use writing skills effectively in the context of other subjects. Pupils' work is neat and tidy, demonstrating the care and attention that has gone into it. When marking, greater attention is required by teachers to give specific guidance which pupils' may readily implement to improve their work particularly in the case of lower attaining pupils.

66. A good start was made in monitoring and evaluating teachers' implementation of the National Literacy Strategy. The co-ordinator taught model lessons for teachers to emulate and monitored teaching, giving feedback on strengths and weakness both to class teachers and the headteacher. Sharing of practice informally has also contributed to a smooth and effective adoption of the recommended structure. This good start to monitoring has not been developed. Additionally, only long-term outline planning is monitored on a regular basis by the headteacher. This is insufficient if weaknesses, such as unclear learning objectives, are to be identified readily. Steps have been taken with a view to raising standards of boys' reading and writing. Initially, the teaching staff examined boys' written work, identified strengths and weaknesses and set targets for improvement. For example, the school now involves adult, male role models, such as dads and Rotarians who hear boys reading and read to them, setting good examples for them to follow. Additionally, all staff set aside time to read to pupils to nurture the love of books and provide a good variety of story lines to strengthen their creativity when writing.

MATHEMATICS

67. The majority of pupils in Key Stage 1 are working at the expected level for their age and standards are broadly in line with the national average. More able pupils are achieving consistently at the nationally expected level and sometimes beyond in their understanding of number. Secure foundations are laid in the reception class. Pupils are making good progress in Year 1. Overall standards in the present Year 2 are lower. This is because a disproportionately high number of pupils (five out of 12) have special educational needs. However, progress is satisfactory overall. Pupils in Year 2 are attaining appropriate standards in relation to their age and prior attainment and pupils are make steady gains towards the targets that the school has set. Pupils with special educational needs receive effective support and make good progress. Setting aside the above average proportion of pupils with special educational needs in the current Year 2, this picture of attainment is consistent with the most recent National Curriculum tests in which pupils' average points score was in line with schools nationally and in line with scores in similar schools.
68. By the end of Year 2, pupils have a sound grasp of number concepts. They are becoming increasingly familiar with mathematics vocabulary and are able to explain verbally how they work out their number problems and devise general 'rules' – such as that for rounding up and down - based on their experience of number. Pupils count and order numbers to one hundred and count in twos, threes, fives and tens. They apply this knowledge effectively when rounding numbers up or down to the nearest multiple of ten. Pupils' understanding of addition and subtraction is secure and they successfully apply these operations in various contexts, for instance when working with money, calculating change from 50p and £1.00. Pupils are developing their understanding of place value and apply this when adding more than two numbers or when adding single digit number to a two-digit number. They apply their understanding of multiplication as repeated addition and their knowledge of the two, five and ten time tables to finding halves and doubles of numbers. Pupils collect data using a tally chart and record information about subjects, such as favourite party food, on block graphs. They accurately name common two- and three-dimensional shapes, measure objects using standard units and understand turning movements and right angles, which they apply effectively to programming a computer controlled robot.

69. The most recent National Curriculum tests at the end of Key Stage 2 indicate that pupils' attainments were well below the national average and very low in comparison with similar schools. Here again, the school's extra-ordinary number of pupils with special educational needs distorts the picture. Of 13 pupils in the 1999 Year group, seven faced difficulties in their learning that prevented them from attaining the nationally expected standard and this resulted in a very low points score and unfavourable comparisons with similar schools. In the current Year 6, overall standards are set to improve. Fewer pupils are working below the nationally expected level and up to 25 per cent of pupils are on course to attain the above average Level 5. Again, whilst overall standards are likely to remain below average, the majority of pupils are set to achieve satisfactory standards in relation to age and prior experience.
70. By the end of Year 6, pupils use a suitable range of strategies for solving number problems both mentally and when using mental and written methods. Average and higher attaining pupils know their times tables well and use their understanding to solve multiplication and division problems effectively. They work with increasingly large numbers and most mentally add pairs of two and even three digit numbers. Their understanding of addition, subtraction, multiplication and division is quite secure. Higher attaining pupils confidently use non-calculator methods for multiplying two and three digit numbers. Pupils understand what each digit in a decimal fraction represents and round up numbers with two decimal places to the nearest whole number. Pupils recognise angles and use a protractor to measure and draw acute and obtuse angles. They know the properties of the angles of a triangle and a straight line and use this to calculate 'missing angles'. Pupils collect and record data on a range of simple charts and graphs, for instance information about 'pupils' favourites' is presented in bar charts, pie charts and line graphs, where appropriate using a computer to support their work in mathematics.
71. The quality of teaching is good overall, particularly in the earlier years of Key Stage 1 and the upper stages of Key Stage 2. Teachers' expectations of pupils' work and behaviour are high and this has a positive impact on pupils' progress. Teachers promote the subject as fun to learn and this contributes to pupils' positive attitudes towards mathematics. Pupils enjoy the lessons and the majority works hard. The quality of learning is good overall. Teachers use praise effectively to reward successes, effort and attentiveness and to build pupils' confidence. This encourages them to rise to the challenges presented. Teachers have secure subject knowledge and have quickly developed a good understanding of the national numeracy strategy. They use this effectively to produce efficient learning. Teachers expect pupils to concentrate in lessons and this has a positive effect on the quality and quantity of work produced. The majority of pupils use the time well to improve their learning.
72. These improvements in standards result, in part, from the school's successful introduction of the National Numeracy Strategy. The teaching of mathematics is more consistent. Sessions are well structured so as to make good use of time and mental agility work forms a lively part in most lessons, improving pupils' confidence and the speed and accuracy of their thinking. There are appropriate opportunities for pupils to reinforce numeracy skills through other subjects such as information technology, science, design and technology and geography. Teachers plan tasks at different levels to meet the needs of pupils of differing attainment and use plenary sessions effectively to reinforce pupils learning. All of these positive features are beginning to edge attainment upwards. However, despite these gains there are still weaknesses in the planning system. Teachers currently make insufficient use of assessment information in planning the next stages in pupils' learning. Tasks are set on the basis of broad target levels and not on a clear view of what pupils know now and therefore need to learn next. This is unsatisfactory as it reduces the progress that pupils make

in some lessons. Additionally, the monitoring of mathematics has no clear focus. As a result, the co-ordinator is unable to identify those aspects of the teaching of mathematics that need to be supported because they are working well and those aspects that need to be improved.

SCIENCE

73. Statutory teacher assessment in 1999 showed that attainment at the end of Key Stage 1 was well below average and below average in comparison with pupils from similar backgrounds. The proportion of pupils attaining Level 2, the level expected at age seven, was below the national average, with the proportion achieving the higher Level 3 well below average.
74. At Key Stage 2, standards in the 1999 tests for eleven-year-olds were well below the national average for all schools and very low when compared with pupils in similar schools. The proportion of pupils attaining both Levels 4 and 5 was also well below average. The trend over the past three years at both Key Stages has been erratic but is currently improving. Attainment figures are influenced by the number of pupils with moderate learning difficulties in a particular year and the small numbers of pupils taking the tests. The low level of some pupils' writing skills has a negative effect on attainment in science.
75. During the inspection, the standards seen in lessons and in pupils' books are broadly in line with national expectations for the average and above average pupil in both key stages.
76. Pupils in Key Stage 1 can sort a variety of materials into groups such as soft/hard, shiny/dull as well as man-made and natural groups. They are aware that light comes from different sources and that some materials will let light through while others will not. They are developing an understanding of the pattern of human development and know that humans can produce babies that grow into children and then adults.
77. By the end of the Key Stage 2, average and higher attaining pupils have retained a sound knowledge and understanding across the full range of the curriculum. They know that the earth spins around its own axis and how day and night are related to this spin. They have an understanding of a balanced diet and how to stay healthy. They use and understand scientific terms such as evaporation and condensation to describe changes. Sometimes though, lower attaining pupils know what they wish to say but have difficulty in expressing themselves. This restricts their ability to write clearly and gives the impression that they do not know the correct answer. However, there has been some improvement in this aspect since the last inspection and the introduction of the Literacy Strategy.
78. Pupils of all levels of attainment make satisfactory progress in their scientific knowledge and understanding in relation to their age and to their abilities. The majority of pupils that are capable of attaining or exceeding the nationally expected standard are on course to achieve this. Pupils with special educational needs make good progress when working with a classroom assistant or other adult. Younger pupils in the school can identify parts of the body as well as understand the various stages of human development. In Key Stage 2, pupils use scientific names for some of the major organs of the body and they know that the lungs take in oxygen and that the heart pumps oxygenated blood around the body. They can classify substances as liquids, solids and gases and can describe some methods such as filtration that are used to separate simple mixtures. However, progress in the development of scientific skills is more variable, and for higher attaining pupils this aspect is unsatisfactory. Some pupils do not have a real understanding of a scientific way of working. Whilst

most can predict what might happen in certain circumstances and some understand the concept of fair testing, they do not have sufficient opportunities to organise and carry out their own investigations. This limits the progress of all pupils, particularly the higher attainers, in learning to think objectively and make good progress in the development of their scientific skills.

79. Teaching in Key Stage 1 is good overall with some very good teaching seen at the beginning of the key stage. In the best lessons, planning is good and builds on pupils' previous knowledge. Lesson plans incorporate good learning objectives, which are shared with pupils and a variety of activities offered resulting in a good lesson pace that holds pupils' interest. Good discipline ensures pupils listen and respond appropriately and gain of knowledge, skills and understanding. Good questioning makes pupils think for themselves and the reinforcement of subject specific language ensures development of pupils' vocabulary.
80. In Key Stage 2 teaching is satisfactory overall but with some unsatisfactory teaching observed. There is good teaching is at the beginning of the key stage when the teacher makes effective use of resources, such as a full-sized skeleton, to arouse and hold pupils' interest. Work is provided at varying levels to suit pupils' abilities and extension work offered to extend learning for the more able pupils. Lack of appropriate planning, low levels of challenge and poor pace are features of an unsatisfactory lesson. Pupils in all classes respond very positively to good teaching. They concentrate hard, listen attentively to the contributions of others and behave well. Pupils of all abilities enjoy practical work and show motivation and perseverance. This makes learning effective and ensures progress.
81. Formal assessments take place take place at the end of both Key Stages. Regular informal assessments are made at the end of each topic area but these are not used sufficiently to inform short-term planning. At the present time, there is no assessment of pupils' investigative skills that could be used to inform planning and ensure that pupils acquire these skills progressively. However, the school is currently revising its approach to science teaching and has plans to focus more clearly on the improvement of pupils' scientific skills in order to raise attainment in this area.
82. The current scheme of work for science is not sufficiently linked to national curriculum levels. It covers appropriate aspects to be taught, but does not give sufficient guidance on how teachers can plan to meet the needs of pupils from a wide range of ability, particularly the more able. Also, there is no mention of the work of famous scientists. The scheme is under review and much of the new scheme has been formulated. However, the school does need to ensure that it incorporates support for teachers and more emphasis on the development and assessment of investigative skills for pupils of all ages and abilities.

ART

83. Attainment in art is good at both key stages and is above national expectations. This is an improvement since the last inspection. Teachers display good quality artwork throughout the school as a celebration of pupils' achievements and this makes an aesthetically pleasing contribution to the school environment. Lesson observations confirm pupils' good attainments in design, drawing, painting and three-dimensional work in both key stages.
84. Throughout the school pupils record their ideas, feelings and observations in an imaginative and confident way, using pencil, pastel, paint and charcoal. For example in Key Stage 1, pupils make very good attempts at producing abstract portraits. By Year 6, pupils can record their feelings and impressions of moving of water in a

variety of media according to their choice and there is evidence of good progress in pupils' understanding of the properties of different media and of techniques for using them to gain particular effects. Pupils in both key stages show increasing control over a range of materials, tools and techniques. In both key stages, pupils gain an impressive level of knowledge and understanding of the work of artists, including Turner, Van Gogh and Gauguin and they use these influences imaginatively as the starting points for their own original work. In Key Stage 1, all pupils contribute to a large 'group' painting after the style of David Hockney, and individually, after Le Plungeur. Older pupils show increasing skill, working in the style of Cezanne, Da Vinci and other artists. There are good links to other curriculum areas. For example, line drawings of ships at the Spanish Armada and Egyptian style tomb 'artefacts' complement work in history and give added relevance to artistic projects. There is evidence of three dimensional work with examples of pottery and collage in Key Stage 1 and in Key Stage 2 pupils use clay to make a variety of Egyptian artefacts linked to their history project. Year 6 pupils show fine manipulative skill in designing, cutting and pasting flowers in a vase, in a meticulous and imaginative way; achieving work of high quality. Pupils also have opportunities to use the computer to design and print their own drawings and designs from art packages and information handling programs. Experiences in art make a considerable contribution to pupils' cultural development although, in this context, art work from non-European cultures is given insufficient emphasis and this weakens the multicultural dimension of pupils learning. Similarly the aesthetic appreciation of works of art receives little consistent attention and opportunities are missed to extend pupils' spiritual development through their personal response to works of art.

85. Teaching is good in both Key Stages. Teachers plan lessons well and have high expectations of pupils' response and of the quality of their work. Pupils are expected to be both original and independent in response to challenges in art. The youngest pupils in Key Stage 1 know where things are kept in the classroom, confidently find what they need and put things away afterwards. Pupils in Years 5 and 6 discuss their ideas confidently with the teacher and with each other, yet no two pieces of work turn out the same. They choose media and materials confidently and use them in a careful, yet uninhibited way. Teachers throughout school use resources well. They are enthusiastic about art and in the best lessons this inspires pupils and adds considerably to the quality of their learning. The use of praise encourages pupils to feel confident and ensures that they give their best. Pupils are always well behaved and concentrate on the task in hand. Their perseverance and attention to detail are impressive. Good relationships contribute to pupils' enjoyment of lessons and to the overall good progress that they make.
86. Currently there is no co-ordinator for art and the headteacher is overseeing the subject until a co-ordinator is appointed. No formal assessment of pupils' achievements takes place and the recording of their acquired skills is weak. This results in planning that is based on providing a rich and worthwhile range of experiences rather than on the systematic building and refining of skills.

DESIGN AND TECHNOLOGY

87. There is insufficient evidence against which to make sound judgements about standards in design and technology. Design and technology is linked to art and both subjects are taught in blocks. This arrangement is satisfactory as it allows teachers to make best use of the limited time available within the curriculum as a whole. However, there were no design and technology lessons during the week of the inspection. Teachers' planning and the small amount of work on display in the school suggest that pupils carry out a balance of making and designing activities and that the satisfactory standards seen at the time of the last inspection have been maintained.

This is achieved through an appropriate, but limited number of projects throughout the year that contain all the elements of the current National Curriculum and provide an appropriately balanced technology education with opportunities to develop craft skills.

GEOGRAPHY

88. During the course of the inspection, only two lessons were seen in geography and judgements are based mainly on findings from the examination of pupils' previous work, teachers' medium-term planning and the recently revised scheme of work. Such scrutiny confirms pupils' attainment by the end of both Key Stages 1 and 2 to be in line with the nationally expected levels for their ages. Pupils in both key stages, including those with special educational needs make satisfactory progress. These findings show that the school has maintained standards in the subject since the previous inspection at Key Stage 1 and improved them at Key Stage 2.
89. The quality of teaching is satisfactory overall with isolated elements of poor teaching particularly in relation to short-term planning and the use of time and resources in Key Stage 2. Weekly plans afford too little detail to ensure that job-share teachers build usefully on each other's work and provide meaningful, continuous learning experiences for pupils. In the absence of such a structure, teaching lacks direction depressing pupils' progress in gaining geographical skills, knowledge and understanding: teaching and learning time is not put to best use. As well as that, too little use is made of teaching aides to extend understanding and provide examples for pupils to emulate when new areas of study are being addressed, such as those on weather.
90. More successful aspects of teaching include methods used to impart mapping, investigating, recording and analysing skills as demonstrated by pupils of both Key Stages 1 and 2. Key Stage 1 pupils successfully make maps of real and imaginary places such as Woodlands Park and Dead Man's Bay. They trace their route to school and map out the local environment using pictures and symbols to show buildings and facilities. Key Stage 2 pupils investigate the effects rivers have on landscapes and analyse evidence of how people can both improve and damage the environment. Pupils in both key stages are given good encouragement to use correct geographical language, which is evident in their written work. Both younger and older pupils make comparisons between physical and human features of different localities. They are given good opportunities for this in a week-long residential visit to Wales in the case of the older pupils and a three day visit to Ufton Court to in the case of the younger. Pupils present their work neatly showing that they are proud of it.
91. Teachers' planning is guided satisfactorily by the recently reviewed scheme of work. Although the subject is managed by a co-ordinator, the role is underdeveloped and does not involve the co-ordinator in monitoring of pupils' work, teaching, or planning. As a result weaknesses, such as that of planning mentioned above go unnoticed. Similarly, opportunities to share good practice are also missed.

HISTORY

92. Standards in history at Key Stages 1 and 2 are consistent with those expect nationally for pupils of similar ages. Pupils in Key Stage 1, including those with special educational needs achieve well. They develop a good sense of chronology by sequencing objects, significant events in their life and generations of their families. By the end of Year 2, they have sound knowledge of the daily lives of Victorian families and of famous people in history such as Grace Darling. Key Stage 2 pupils achieve satisfactorily. They have a sound awareness of how the past is represented and use a variety of different sources, from which to draw information. They describe

characteristic features of past societies and periods by studying the Romans and ancient Greeks. They demonstrate knowledge of the effect of the Second World War on the people of Britain in a collaborative book, presenting it effectively, using information technology skills for some aspects. Pupils are less secure about giving a few reason for, and results of, the main events and changes. These findings show that standards have been maintained since the previous inspection, and at a time when the school has concentrated its efforts in raising standards in the core subjects of English and mathematics.

93. The quality of teaching is good at Key Stage 1 and satisfactory overall at Key Stage 2 with some good elements, particularly in the methods used to nurture pupils' personal development by building their confidence and raising self-esteem. As a result, pupils of all ability groups are assured, answer questions eagerly about ancient Greece and demonstrate mature and capable presentational skills when sharing completed work on the Romans with the class audience. The quality of teachers' planning at Key Stage 2 has a less positive effect upon pupils' learning. Learning objectives are not clear enough to guide the lessons and ensure that key elements are thoroughly taught and reinforced, through explanations, tasks and end of lesson recaps.
94. On the other hand, the good teaching at Key Stage 1 is guided by careful planning, which bases teaching and learning upon clear learning objectives. Consequently, lessons are sharply focused and learning is uncluttered and effective. A good example of this was seen in Year 1, when pupils' sense of chronology was developed competently: they successfully sequenced significant events of their lives into a time line. Additionally skilful methods of grouping pupils are used to maximise learning. A very good example of this was seen in Year 2, when pupils of all abilities worked together in small groups, researching and compiling a booklet on the life of Grace Darling: all experienced success.
95. Across the school, teachers and pupils enjoy trusting and respectful relationships from which come, good behaviour and positive attitudes towards work. Pupils relate well to each other and gain pleasure and satisfaction from their successes. Their appreciation of knowledge of the past, representative of their own and other cultures, and the thought they put into their work, contribute well to pupils' spiritual, moral, social and cultural development.
96. History has not been a priority of school development in recent years as the implementation of the national literacy and numeracy strategies has taken precedence. The subject is managed by a co-ordinator, but the role is underdeveloped. It does not include methodical monitoring of pupils' work, planning or of teaching, in order that weaknesses may be identified and remedied and strengths shared for the benefit of all. A scheme of work is in place but does not apportion the national curriculum to year groups and it provides insufficient guidance to enable teachers to ensure that learning is built upon systematically.

INFORMATION TECHNOLOGY

97. Standards of work in information technology broadly reflect those expected nationally by the time pupils reach the end of both key stages.

98. In Key Stage 1, pupils build on a good start in reception where they soon become familiar with computers and other information and communication technology devices. Pupils throughout the key stage are confident with computers and become increasingly confident in using them as an aid to learning. By the end of Year 2, pupils switch the computer on, open programs and use the mouse and keyboard to make choices from menus and to enter commands. Higher attaining pupils save, retrieve and print their work. They have appropriate word-processing skills and use them, for example to prepare work for display. They learn to control the mouse and use this skill to good effect when using a 'draw and paint' program. They know that data can sometimes be interpreted quickly by representing it in graphs and charts. They know that computers can be used to control devices and apply this by programming floor robots effectively. Pupils describe their use of computers using appropriate terms such as program, click and mouse.
99. By the end of Year 6, pupils have good word-processing skills. They show an awareness of audience when they select colours and fonts effectively and they combine and present information in pictures and text, for example in an impressive display about the Easter camp. Older pupils confidently describe how to edit and improve their work using highlighting, cut and paste and backspace. They competently seek information from databases, such as 'encyclopaedias' and those with information about the human body or about dinosaurs. Most pupils present information in a variety of forms, including pictograms, pie charts, block graphs and line graphs. This is seen to good effect in Year 3 and 4 work on 'pets' and in Year 5 and 6 work on 'favourites'. Pupils competently evaluate the advantages and disadvantages of information technology forms such as videos and CD-ROM's. Some are able to use a digital camera effectively, though as yet, not all pupils have had this opportunity. Pupils' control technology skills are weak. Pupils' experience does not extend much beyond the floor robot. The co-ordinator is aware of the need for further resources, such as sensory equipment, in order to implement fully the school's newly extended scheme of work and so address this relative weakness.
100. There is insufficient evidence to support an overall judgement on the quality of teaching. In the one class lesson that was seen in Key Stage 1, teaching was satisfactory and indications from pupils' completed work suggest that teaching is at least satisfactory in Key Stage 2. Where teachers use computers a part of other lessons they integrate and manage activities effectively. As a result of additional training, both teachers and classroom assistants have the necessary knowledge and skills to support pupils' learning. Teachers are sufficiently confident and they place appropriate demands on pupils to acquire and apply the necessary skills. Teachers use resources well to foster learning in a range of subjects including English, mathematics, science, history and geography. Their good class control results in pupils behaving well and working independently. They are sensitive to the needs of less confident or lower attaining pupils when pairing them for their work with others and providing additional support.
101. Other factors that impact on the quality of pupils' learning and achievement include pupils' good attitudes to the subject. They respond with interest and enthusiasm to opportunities to use computers and to multimedia activities. They are confident and happy and they contribute ideas effectively to discussions. This ensures that the overall quality of learning and the progress made by all pupils, including those with special educational needs, is satisfactory. There is, however, no system for the on-going assessment of pupils' attainment as they move through the school. As a result, current planning tends to be based on providing relevant experiences in the various applications of information technology, rather than on systematically extending pupils skills.

MUSIC

102. Standards in music are unsatisfactory and are below national expectations. There has been no improvement since the last inspection. The status of the subject has declined and the time currently allocated within the curriculum is insufficient. There is evidence to show that all pupils do not experience a worthwhile range of musical activities that meet National Curriculum requirements. Teachers are endeavouring to do their best without experienced co-ordinator support, as the school has been without a co-ordinator for some considerable time. However, the amount of teacher expertise in the subject is limited and whilst one or two teachers have some appropriate subject knowledge, none is proficient at playing an instrument.
103. By the time that they leave the school, pupils' ability to listen to music and to evaluate aspects of it in an informed way is still limited. There are not enough opportunities for pupils to experience music from other cultures and other times. Pupils gain some understanding of basic elements such as rhythm, tempo and pitch, but their understanding of the structure of different musical forms is underdeveloped. In one lesson, pupils were able to demonstrate crescendo and diminuendo accurately, clapping in a controlled but lively manner. In another lesson pupils listened to and identified how musical elements can be used to communicate the mood of flowing water. However, they do not know and recognise famous pieces and their knowledge of composers is weak. Many pupils in Year 6 fail to identify some of the instruments that they hear.
104. Standards in performing and composing are similarly weak. Pupils in Key Stage 2 sing harmoniously in two and three part rounds, others accompany their singing with a range of musical instruments to a satisfactory standard. However, throughout the key stage there are still insufficient opportunities for pupils sing or to play a tuned and untuned instruments and most pupils lack 'hands-on' experiences in group and individual music making. Since the last inspection, a small number of pupils has begun to participate in private guitar lessons, but this is only available to those who are able to pay.
105. The overall quality of teaching in music is unsatisfactory. Teachers have insufficient knowledge and expertise to teach music well and resources to support teachers are inadequate. Some good teaching was seen. In one well-planned lesson, teaching and learning moved at a good pace, with good reinforcement of subject-specific vocabulary. The teacher was enthusiastic and knowledgeable, which had a positive effect on pupils' learning. With appropriate teaching, pupils' experiences are enjoyable and worthwhile and they reach a satisfactory standard.

PHYSICAL EDUCATION

106. Pupils are attaining the expected standards in the aspects of the physical education curriculum that were seen during the inspection. Inspection evidence and teachers' planning for physical education indicate that all elements of the National Curriculum programmes of study receive appropriate attention. Pupils of all levels of attainment in both key stages make satisfactory progress in physical education.
107. Pupils in Key Stage 1 respond to their teachers' instructions quickly. They work safely individually, in pairs and in small groups. Younger pupils use small games equipment purposefully. They are developing skills such as sending and receiving a ball that are required to play simple games. For example, their hand and eye co-ordination is developing appropriately so that they begin to shoot, move with and pass a ball with increasing accuracy, using the basic skills of hockey. By the end of Key Stage 1, pupils move in a variety of ways, using hands and feet and incorporating turning,

rolling, jumping and balancing movements. Higher attaining pupils portray characters and feelings in their movement, although lower attaining pupils find this difficult to achieve. However, for most, this establishes an appropriate foundation for the development of gymnastic and expressive movement in Key Stage 2. They use space appropriately and most develop satisfactory control of movement and balance. Pupils seldom bump, trip or fall.

108. Pupils in Key Stage 2 have the opportunity to take part in a programme of outdoor and adventurous activities. They do this as part of a residential visit and through activities that take place on or around the school site. They also take part in swimming and many exceed the nationally expected standard. By the end of the key stage, their gymnastic sequences are increasingly complex and original. For example, pupils in Years 4 and 5 use their understanding of symmetry as a basis for group work using large apparatus. Pupils at the end of Key Stage 2 produce original ideas and work hard to improve and perfect their balance and counter-balance sequences. They sustain more vigorous activities and are aware of the effects of exercise on their bodies. There is a suitable range of extra-curricular and competitive sporting activities. These enable a number of pupils to extend their sporting interests and to attain higher personal standards in their chosen activities.
109. The majority of pupils have good attitudes to their work in physical education. They are attentive to their teachers and follow instructions promptly and accurately. Older pupils are responsive to coaching and rise to the challenge to improve. They persevere in the face of difficulty, for example working hard to co-ordinate their pairs work. Most pupils work sensibly in pairs or groups, giving each other constructive help to succeed. This is particularly impressive when pupils work with and support those with special educational needs, enabling them to be fully involved and make good progress. Pupils enjoy their work in physical education and this reflects in the numbers participating in extra-curricular activities. The quality of pupils' learning is sound. This results from pupils' positive response and from the range and variety of experiences that the school provides.
110. The teaching of physical education is generally sound. Pupils with special educational needs, including pupils with learning disabilities, receive appropriate support. This enables them to join in most activities and to make good progress. Teachers' planning is satisfactory. It identifies appropriate objectives, and when these are shared with pupils, as for example in an effective gymnastics lesson in upper Key Stage 2, they give a clear focus to teaching and learning that improves pupils' progress. However, the current scheme of work does not establish a clear progression of skills to guide teachers planning in the medium and short term and this detracts from the coherence of the teaching programme overall. Most teachers have secure subject knowledge. They give clear explanations and they monitor pupils' response carefully. This ensures that all pupils are able to work confidently and to make appropriate progress. Teachers' awareness of individual pupils is good and results in good individual coaching that helps pupils improve aspects of their technique. This worked to good effect in the Year R/1 games skills lesson and in gymnastics with Years 5 and 6. Teachers manage their pupils effectively. Most have successfully established positive patterns of behaviour and response and they use an appropriate balance of praise and challenge. This allows the lesson to 'flow' and effectively maintains the pace of pupils' learning. When isolated incidents of inappropriate behaviour occur, teachers use the school's discipline policy consistently and to good effect. However the ineffective management of pupils' inappropriate behaviour was a contributory factor to unsatisfactory teaching in upper Key Stage 1.
111. The school has very good resources for physical education, including a heated outdoor swimming pool, extensive school grounds, a large hall equipped with suitable

gymnastic apparatus and a plentiful supply of smaller apparatus. The availability and appropriate use of such facilities add to the quality of pupils learning and have a positive impact on standards, especially in swimming, where all staff have undertaken additional training to ensure safe and effective practice is maintained.

RELIGIOUS EDUCATION

112. It was only possible to see two religious education lessons during the inspection and these both took place in Key Stage 1. However, discussions with pupils, an analysis of completed work and the scrutiny of planning indicates that pupils' attainments are consistent with the requirements of the locally Agreed Syllabus by the end of Key Stages 1 and 2.
113. By the end of Key Stage 1, pupils know major festivals of the Christian calendar, including Christmas and Easter, and are beginning to understand the significance of celebrations such as Harvest Festival. They begin to be aware of the role of the vicar in the church, and the part played in significant events such as christening. They are introduced to Bible stories, and know of characters in the Old Testament, including Adam and Eve and Noah. They are also introduced to other world faiths. By the end of Key Stage 2, pupils know that the Bible is a special book for Christians and are familiar with stories from both the Old and New Testaments. They know that the Bible and the sacred books of other faiths contain moral messages and interpret stories such as 'The Good Samaritan' and the legend of 'Rama and Sita'. They also have a more detailed knowledge of aspects of major world religions, notably Hinduism, Judaism and Islam. For example, they accurately name and describe Hindu gods and talk about artefacts that are used in Jewish rituals and worship.
114. There is insufficient evidence against which to judge the overall quality of teaching of religious education. The school's scheme is based closely on the locally Agreed Syllabus and identifies appropriate teaching units for each year group during each half term. This maintains a suitable balance in pupils learning, whilst making best use of the time allowed in the schools' curriculum. Teachers' planning ensures that religious education lessons sometimes link to pupils' work in other areas, thus promoting relevance, pupils' interest and improving the quality of their learning. Younger pupils make sound progress in developing self-awareness through topics focusing on themselves. Throughout the school, teachers often introduce moral themes, such as 'actions speak louder than words', into assemblies and follow them up at appropriate levels in class discussions. In both of the lessons seen, the teacher successfully established and maintained good relationships with the pupils. This successfully raised pupils' confidence. They readily shared their thoughts with their teacher and other pupils and showed respect for the views of others. The teacher encouraged pupils with special educational needs to participate and this enabled them to make progress in line with the others in their class. There are no significant differences in the learning of pupils of different gender or background.
115. Pupils' attitudes to religious education are good. They show interest, and show appropriate respect when handling artefacts or discussing other peoples' beliefs and practices. This, together with the positive aspects of teaching ensures that pupils' learning and progress are satisfactory overall. However, teachers do not assess pupils' progress through topics as a basis for planning and preparation of further work. The co-ordinator's role in monitoring and evaluating the curriculum and its impact on pupils' learning is underdeveloped and there are too few planned opportunities for identifying, highlighting and disseminating examples of good practice within the school.