

INSPECTION REPORT

Mickle Trafford Village School
Mickle Trafford

LEA area: Cheshire

Unique Reference Number: 111082
Inspection Number: 188725

Headteacher: Mr A J Evans

Reporting inspector: Mrs S Cook

Dates of inspection: 8 – 12 November 1999

Under OFSTED contract number: 707044

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

Type of control: County

Age range of pupils: 4 - 11

Gender of pupils: Boys and Girls

School address: School Lane
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Appropriate authority: Cheshire County Council

Name of chair of governors: Mrs W. Faulkner

Date of previous inspection: April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Stephanie Cook <i>(Registered Inspector)</i>	English; Information and communication technology; Religious education; Design and technology; History; Geography; Swimming; Special educational needs; Equal opportunities.	Characteristics of the school; Attainment and progress; Teaching; Leadership and management; Efficiency.
Mrs Susan Wood <i>(Lay Inspector)</i>		Attendance; Attitudes, behaviour and personal development; Support, guidance and pupil welfare; Partnership with parents.
Mr Peter Kerr <i>(Team Member)</i>	Under fives; Mathematics; Science; Art; Music; Physical education.	Curriculum and assessment; Spiritual, social, moral and cultural development; Staffing, accommodation and learning resources.

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MAIN FINDINGS

Children's achievements on entry to school vary from year to year. The school has the full spread of ability, and attainment this year is average. The majority of children have attended playgroup or a nursery before entering school.

What the school does well

- Standards in English and mathematics are high.
- The new headteacher provides strong leadership and a clear vision for the school.
- The school has a high commitment to maintaining and raising standards.
- The teaching is very good for the oldest pupils.
- Pupils have good attitudes to school.
- There is good provision for pupils' spiritual and social development.

Where the school has weaknesses

- I. The standards in information and communication technology are below what they should be at the age of eleven and pupils have not made sufficient progress.
- II. Standards in science are not high enough when compared to schools with a similar intake.
- III. Teachers do not always implement the school's code of conduct.
- IV. Short term planning does not consistently identify what pupils are to learn in lessons.

This school has many strengths. These strengths outweigh the weaknesses. However, the weakness will form the basis of the governing body's action plan, which will be sent to all parents and guardians of pupils attending the school.

How the school has improved since the last inspection

Since the last inspection, the school has addressed most of the important issues raised in the last report.

*.The school's action plan identified how the school could make good improvements in planning, monitoring and assessing the core subjects of English, mathematics and science. These improvements were well implemented.

*.The action plan did not, however, indicate how planning for the rest of the subjects was to be improved or how schemes of work in these subjects were to be produced. Although it was agreed that the Local Authority's guidance for these subjects was to be used, there is little written evidence to suggest how this was to happen or how pupils' learning was to be built upon from one class and year group, to the next. Although current planning ensures coverage of the National Curriculum and the school has adopted recent government guidelines for the teaching of many subjects, some subjects still do not have schemes of work. The school plans to put these in place by next term. The governors have not held the school fully accountable for this shortcoming.

*.Teachers now identify what pupils are to learn in lessons, but not always precisely enough.

*.The school has ensured that different work is provided for pupils' of varying abilities.

This is an area of improvement.

*.Key issues from the last inspection for the monitoring, assessing and evaluating subjects are fully addressed for the core subjects. The school has clearly benefited from such initiatives as observing lessons in these subjects. In relation to other subjects, however, these same issues were not identified on the action plan or followed up. Co-ordinators now monitor teachers' planning and pupils' work in the different subjects. The school has not yet finally decided how some of the subjects, such as design and technology, are to be assessed.

*.Although the school has made many improvements and standards, particularly in Key Stage 2, have risen, there has been a decline in provision in some subjects and areas. For example, standards in information technology are not as good as they.

Overall the school is a better place now and has made satisfactory progress. The new headteacher has very clear ideas for the school's development and the school is very well placed to make very good improvement in the future.

*** Standards in subjects**

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

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

These 1999 results show a marked improvement in the standards reached by 11 year-olds from the previous year, particularly in English and mathematics. Inspectors' confirm similar levels of attainment currently. The 1999 test and teacher assessments for seven year olds are well above average compared to all schools in reading, writing, mathematics and science. Compared to similar schools, they are well above average in writing, above in reading and average in science. Pupils make good progress in both key stages in English and mathematics. They make insufficient progress in science when compared to similar schools.

Standards in information and communication technology are broadly in line with national expectations at the end of Key Stage 1, and below at the end of Key Stage 2. Progress is satisfactory in Key Stage 1 but is too slow in Key Stage 2. Pupils achieve the standards expected in the locally agreed syllabus in religious education. Standards in history and some aspects of music, art and physical education in Key Stage 2 are above what would normally be expected, and in those aspects progress is good and sometimes very good. Attainment in

the other foundation subjects (history, art and physical education in Key Stage 1 and design and technology and geography in both key stages) is what would be typically expected of pupils and progress is satisfactory. No judgement was made in respect of music in Key Stage 1, as no lessons were seen.

On entry to school, children’s attainment is average. By the time they are five children exceed the expectations of the national programme in language and literacy, mathematics, personal and social education and knowledge of the world. In these areas of learning they make good progress. Children under five achieve average standards in the physical and creative areas of learning and make satisfactory progress.

The school has analysed the previous test results and has set targets in these subjects. Target setting and tracking of pupils’ progress are having a significant impact on raising standards.

*

Quality of teaching

* Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Very good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		* No lessons seen	No lessons seen
Religious education		Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

Teaching is satisfactory or better in 97 per cent of lessons. It is good or better in 15 per cent. Over a third of lessons are very good and 5 per cent of lessons are excellent. Only one lesson was unsatisfactory and these were in the teaching of physical education. The teaching for the under fives is often good. The teaching is best in Years 5 and 6 where it is usually very good.

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

* **Other aspects of the school**

Aspect	Comment
Behaviour	Satisfactory. The school is an orderly community. Pupils in some classes and lessons do not listen and concentrate sufficiently well.
Attendance	Very good. Pupils are punctual.
Ethos*	A positive ethos, with a caring and friendly atmosphere and a commitment to high achievement.
Leadership and management	The new headteacher provides strong leadership and clear direction for the school and is ably supported by the deputy head. The governing body is very supportive of the school but it has not fully held the school accountable for addressing the key issues of the last inspection.
Curriculum	Broad and satisfactorily balanced. High priority is given to English and mathematics. Very good extra-curricular activities are provided. Assessment is good in English, mathematics and science. It is being reviewed in the other subjects.
Pupils with special educational needs and those for whom English is an additional language	Good. Pupils' work is well-matched to their ability and they are well supported by staff. The school does not have suitable access for pupils and persons with physical disabilities.
Spiritual, moral, social and cultural development	Good provision in spiritual, social and most aspects of moral. It is satisfactory for cultural.
Staffing, resources and accommodation	Satisfactory levels of teaching and support staff. Spacious accommodation in the main school but there are no toilets in one of the 'mobile' classrooms. Levels of resourcing are satisfactory but there are shortages in some areas, especially for the under fives. Computers are under-used and so is the library for pupils to research for information.
Value for money	Good

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

The parents' views of the school

What most parents like about the school

- Children like school.
- The school is a caring community.
- The school encourages parents to play an active part in the life of the school.
- Staff are approachable.
- The school's attitudes and values have a positive effect on children.

What some parents are not happy about

- A small number of parents are not

The inspectors' judgements support parents' positive views. They also support the way the school organises its classes. High attaining younger pupils in mixed age classes are able to attend lessons in English and mathematics with their peers. This practice helps them compete with other higher attainers.

- **KEY ISSUES FOR ACTION**

- The governors, headteacher and staff should work together to:
 -
- raise standards in science by:
(*Paragraphs: 14, 18, 25, 38, 87, 123*)
 - * implementing the action plan;
 - * providing further training in the subject for staff;
 - * raising teacher's expectations of what pupils can do;
 - * matching work to pupils' capabilities;
 - * providing more opportunities for pupils to investigate and experiment for themselves;
 - * monitoring teaching and the implementation of the new planning and scheme of work;
 - * providing additional resources.

- raise standards in information and communications technology, particularly in Key Stage 2, by:
(*Paragraphs: 37, 125, 126, 128, 129, 130*)
 - * implementing the action plan;
 - * providing additional training for staff in order to increase their familiarity with the software and hardware;
 - * using additional resources and software as ordered and planned;
 - * using the computers more extensively, particularly in reading, writing and mathematical lessons;
 - * consistently identifying in teaching plans what skills pupils are to learn;
 - * using assessment to inform teaching and learning.

- improve the minority of pupils' attention and levels of concentration by:
(*Paragraphs: 28, 42, 46, 123, 158, 168*)
 - * implementing the school's code of conduct consistently;
 - * ensuring teachers have the necessary strategies to keep pupils' attention and concentration;
 - * have high expectations of their behaviour.

- improve teachers' short term planning by including more precisely what pupils are to learn in each lesson.
(*Paragraphs: 38, 46, 51, 78*)

• In addition to the key issues, the following less important but related areas should be considered for inclusion in the action plan:

- * ensure that schemes of work are implemented for all subjects as planned;
(Paragraphs: 51, 130)
- * ensure that relevant assessment procedures are in place for all subjects based on the current review;
(Paragraphs: 44, 51, 57)
- * include the required information for parents in the school's prospectus;
(Paragraphs: 70, 83)
- * ensure a better match of work for higher attainers in mathematics and religious education;
(Paragraphs: 25, 38, 114, 116, 117)
- * consider the provision of outdoor play for physical development for the under fives;
(Paragraphs: 48, 87, 100)
- * ensure that the monitoring of the curriculum and teachers' planning is rigorous;
(Paragraph: 53)
- * produce a policy for child protection and provide training for staff.;
(Paragraph: 67)
- * consider ways of providing access for persons and pupils with physical disabilities.

INTRODUCTION

* **Characteristics of the school**

1.The school is situated in the village of Mickle Trafford some three miles from the centre of Chester. It has 145 boys and girls on roll in the age range four to eleven. Children enter the Reception/Year 1 class in the September of the year they are five. At the time of the inspection 13 children were under the age of five.

2.The majority of pupils live in the immediate area of the school in privately owned housing and about a fifth of them live in rented accommodation. Just over 4 per cent of pupils are eligible for free school meals, which is below the national average. There are 17 pupils on the school's register of special educational needs, two of whom have a Statement of Special Educational Need. There are few pupils for whom English is an additional language. The school's intake represents the full ability range and attainment on entry to school both this year and last is average. In some classes the proportion of higher attaining pupils is above average.

3.The headteacher, who was appointed last term, took over a school following the sudden death of the previous well-respected and loved headteacher.

4. The school aims 'To create a happy, caring, learning environment, where each child can achieve their full potential through a broad and balanced education'.

4.

5. The school's current priorities are:

- * To continue to raise standards of delivery, content and outcome in every subject area;
- * To raise standards in educational resources through improved quality and quantity;
- * To improve the qualities of the school grounds to benefit all the children;
- * To raise standards in end of key stage tests for both Key Stage 1 and 2.

6. Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1999	7	15	22
(1998)	12	4	16

6. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	6 (11)	6 (10)	6 (11)
	Girls	14 (4)	14 (4)	15 (4)
	Total	20 (15)	20 (14)	21 (15)
Percentage at NC Level 2 or above	School	90 (94)	90 (88)	95 (94)
	National	79 (77)	75 (81)	86 (84)

6. Teacher Assessments		Reading	Mathematics	Science
at NC Level 2 or above	Girls	14 (4)	15 (4)	15 (4)
	Total	20 (15)	21 (16)	21 (16)
Percentage at NC Level 2 or above	School	90 (94)	90 (100)	95 (100)
	National	82 (81)	80 (85)	86 (86)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	10	12	22
(1998)	(13)	(13)	(26)

6. National Curriculum Test	English	Mathematics	Science
Results			
Number of pupils at NC Level 4 or above	Boys	8 (7)	7 (9)
	Girls	10 (11)	10 (9)
	Total	18 (19)	17 (18)
Percentage at NC Level 4 or above	School	86 (69)	81 (69)
	National	68 (65)	69 (65)

6. Teacher Assessments	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8 (8)	7 (13)
	Girls	10 (10)	10 (8)
	Total	18 (18)	17 (21)
Percentage at NC Level 4 or above	School	86 (69)	81 (81)
	National	67 (65)	69 (65)

² Percentages in parentheses refer to the year before the latest reporting year

6. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised	School	2.9
Absence	National comparative data	5.6
Unauthorised	School	0.9
Absence	National comparative data	0.5

6. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

6.

	Number
Fixed period	0
Permanent	0

6. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	33.33
Satisfactory or better	97.44
Less than satisfactory	2.56

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

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

6. **Attainment and progress**

4. Attainment on entry to the Reception/Year 1 class varies from year to year. Different cohorts of pupils contain the full range of abilities but this year the attainment of children is average. This is confirmed by the assessments made of children's attainment soon after they enter the school. By the time children are five, they are attaining beyond what would be expected for children of this age in all the areas of learning, except physical and creative. Children are settled well into class routines and make good progress overall. Progress is satisfactory in the physical and creative areas of learning. Children express themselves well in sentences, know how to treat books and write their own name. They can count to ten and beyond and know the names of simple shapes.

5. The results of the 1999 national tests for 11 year olds show that overall attainment is very high in English, and well above average in mathematics. Attainment in science is average compared to all schools nationally and below average when compared to similar schools. This represents a slight improvement from last year's results. Compared to schools whose pupils are from similar backgrounds, English is well above average and mathematics is above. These results represent a significant improvement in both subjects over the past few years, particularly in mathematics this year.

6. Results of the 1999 tests for seven year olds show that pupils achieve well above average results in reading and writing and when compared to similar schools. They are well above average in mathematics and are in line with expectations when compared to schools with a similar intake. The Key Stage 1 results this year in English show a slight difference. The proportion of pupils reading at the higher Level 3 was higher last year. In mathematics, the results this year show a slight decline from the previous 1998 results, because a smaller proportion of pupils reached the higher Level 3, however a greater percentage reached Level 2. The teacher assessments in science at the end of Key Stage 1 indicate that attainment is above average when compared to national figures. This is lower than the 1998 figures, which were very high.

7. At both key stages, girls perform better than boys in all three subjects. The school is aware of this. Texts that appeal particularly to boys who are reluctant readers are provided and the school plans to develop other strategies to improve the performance of boys. There are no significant differences in the attainment of pupils who are learning English as an additional language; sometimes they attain highly. The 1999 teacher assessments were much more accurate this year than last, and were in agreement with the test results.

8. Inspectors' views confirm the results of the 1999 tests. Standards are judged to be very high in English, well above average in mathematics and average in science by the end of Key Stage 2. Pupils' library skills are not as high as they could be. Inspectors confirm the well above average attainment in all three core subjects by the end of Key Stage 1, except in listening, which is in line with national expectations. The implementation of the National Literacy and Numeracy Strategies is having a good effect on raising standards in English and

mathematics.

9. Pupils' attainment in English is very high in all aspects by the time they leave the school. Pupils are confident and articulate speakers who can talk at length, giving detailed explanations and opinions. They are attentive listeners, but occasionally a minority of pupils are inattentive, usually in lessons in other subjects. Pupils are fluent, accurate and expressive readers who have a very good vocabulary and understanding of what they read. Higher attaining pupils read a variety of newspapers and information from an 'encyclopaedia' computer program with ease and a high degree of understanding. The quality of the written work is very high. Pupils' work is particularly well structured, showing considerable maturity of style and length. Pupils' skills in using grammar, punctuation and spelling are high. They present their work very well and write neatly in pen, using a cursive script. Pupils' library skills are not as well honed as they could be. Pupils are mostly knowledgeable about using 'contents' and 'index' pages when looking for information, but not all pupils know the term 'glossary' or how to 'skim' and 'scan' texts quickly. By the end of Key Stage 1, standards in English are well above what would be expected, except in listening. They are marginally better in reading than writing. Pupils speak clearly, answer questions confidently and volunteer information. Many listen carefully to their teachers and each other, but a minority are inattentive. They read fluently and accurately and are able to work out new words by sounding them out. Pupils write imaginatively and coherently and work is well presented, spelt and punctuated.

10. In mathematics, pupils' attainment by 11 is well above national expectations. The majority of pupils can calculate using large numbers and have a wide mathematical vocabulary. They represent data in a variety of tables and graphs and explain their findings. They apply and use mathematics well to solve problems. Lower attaining pupils and those with special educational needs develop confidence in working with numbers up to a hundred. At the end of Key Stage 1, attainment is well above what would be typically expected for higher attaining pupils and above for others. Pupils have a good understanding of hundreds, tens and units and can apply their knowledge of number to new situations. They have a well above average knowledge of shape and measures.

11. By the time pupils leave the school, attainment in science is average but it is not as good as in English or mathematics. Pupils understand the importance of conducting a fair test, making sure when making comparisons that the criteria remain the same. They make valid hypotheses, and can predict, with some accuracy, the outcomes of their experiments. They record these in a variety of ways and have a good factual knowledge of the topics they study. At the end of Key Stage 1, attainment in science is well above standards expected nationally. Pupils understand the properties of materials and can suggest what materials are suitable for different purposes. They have good recall of previous work on plants and flowers.

12. The well above average standards in the core subjects of English, mathematics and science have been maintained in Key Stage 1 since the last inspection. They have significantly improved in Key Stage 2, where previously standards were slightly higher than the national expectations in English and mathematics. This represents good progress in these subjects. Standards are similar in science in Key Stage 2 to the last inspection. The school has analysed the previous test results and results of reading tests, and has tracked pupils' individual progress. It has used the information from these analyses effectively to set targets in these

subjects and to identify and fill any gaps in pupils' knowledge and understanding. The school has made every effort to improve its results, by careful monitoring, improved planning and the use of assessment. It has identified and addressed weaknesses in spelling, developed mental skills and allocated more time to the teaching of science.

13. In Key Stages 1 and 2, pupils make good progress in English and mathematics. They make good progress in speaking because teachers provide plenty of opportunities for pupils to answer questions, speak at length and engage in discussion with their peers. Progress in reading and writing is good, and often very good in Years 5 and 6 because the teaching is very good. The implementation of the literacy hour is successful and it is clear that, as a direct result, pupils' progress has increased. Teachers' other initiatives also greatly help pupils make good progress. For example, teachers give up part of their lunchtimes to hear pupils read, set aside extra time for group or silent reading, and allow time for pupils to write at length for one lesson per week. Pupils' progress in developing their ability to listen is not as secure as most other areas of English. Pupils have plenty of opportunities to listen but teachers do not always insist on all pupils' full attention. While pupils have opportunities to research for information from books in class and by using computers, pupils' library skills are not as high as would be expected. This is partly due to pupils' lack of opportunities to use the library independently to undertake research.

14. Progress in mathematics is good. It is best in Years 5 and 6 where the teaching is lively and where teachers insist on high levels of attentiveness and concentration to the tasks provided. The implementation of the National Numeracy Strategy is effective and is having a positive impact on standards, particularly pupils' mental strategies.

15. Progress in science is good overall. The rate of progress is accelerating because the school has reviewed its practice, the planning has improved, and the time allocated has been increased. Progress is very good in the Year 5 and 6 classes. However, there is further scope for improvement, especially in the match of work for the higher attainers.

16. The amount and range of homework for pupils in Key Stage 2 aid their progress significantly. The home-school diary is very good and provides a useful dialogue between home and school. Parents involvement in hearing their children read positively influences progress.

17. English is used very effectively in other subjects. Teachers take every opportunity to promote English across the curriculum, occasionally in religious education to the detriment of the subject. Pupils use their mathematical knowledge and understanding well in other subjects. For example, in design and technology, they use their expertise in measuring to plan accurately the size of a sand buggy.

18. Pupils' attainment in information and communication technology is below national expectations by the time they are eleven. Pupils are reasonably competent at word processing and using programs to support work in other subjects, as when using an 'encyclopaedia' program to find answers to questions. They lack the knowledge and skills required to use spreadsheets, or to use control technology, for example by using 'Logo', and they are not sufficiently competent with keyboard skills. Pupils' attainment by the end of Key Stage 1 is broadly in line with national expectations. They use the mouse to drag and click on icons

with reasonable dexterity and use programmable toys to follow different routes across the floor. They can save and print their work with support from adults. Pupils make satisfactory progress in Key Stage 1, but insufficient progress in Key Stage 2. Computers are often under utilised and there is too much emphasis on peer tuition. These features have a negative influence on standards and progress.

19. Standards in religious education are broadly in line with the standards required by the locally agreed syllabus in both key stages. Pupils make satisfactory progress because staff follow the planned programme. The school ethos promotes spirituality. Pupils aged eleven have a broad understanding of some of the major world faiths, such as Hinduism, Judaism and Christianity. At the age of seven, they understand how religion plays a part in the lives of believers of Christianity.

20. Attainment in history and in some aspects of art, physical education and music is above what is normally expected for pupils of 11, and progress in these areas is good. It is sometimes very good in physical education, for instance in swimming where attainment is high. No judgement could be made on attainment in music in Key Stage 1, but standards in singing are good by the end of the key stage and all pupils make at least satisfactory progress. They make good progress in singing. Standards are typical of what would normally be expected for seven and eleven year olds in design and technology and geography, and progress is satisfactory. Standards are in line with what is expected in history in Key Stage 1 and progress is satisfactory. Written work in geography is of a high standard, but pupils' do not have a good enough understanding and knowledge of maps.

21. The overall rate of progress in all subjects is at least satisfactory throughout Key Stages 1 and 2, but is consistently better at the end of Key Stage 2 than elsewhere.

22. Pupils with special educational needs and those for whom English is an additional language attain in line with their abilities. Pupils make effective progress and those with special educational needs make good progress towards the targets set for them in their individual education plans. Progress for these pupils is regularly and accurately monitored, and targets are adjusted accordingly. This means that these pupils always build on their learning and do not stand still. Higher attaining pupils are mostly challenged by the level of work provided, particularly in English. In mathematics they consolidate and practice their skills, but the tasks do not always extend them. In science, higher attaining pupils who are capable of recording their work in different ways are not given sufficient opportunities to do so. In most other subjects, apart from information and communication technology, these pupils make at least satisfactory and often good progress. Lower attaining pupils make good progress in the core subjects, often because of the well-matched tasks and the level of support from staff. They make at least satisfactory progress in all other subjects, except information and communication technology, and sometimes good progress. The school is mostly successful in meeting its targets.

25. **Attitudes, behaviour and personal development**

23. Pupils' attitudes and personal development are good. Parents have confidence in the

school and the values promoted and describe it as a 'happy place'. Pupils' good attitudes have a positive impact on their attainment and progress. Children under five come willingly to school and adjust quickly to its work and routines. They soon become confident, are keen to learn and quickly settle to their tasks. They work co-operatively and mostly behave very well. Occasionally they get restless when lessons are too long.

24. Pupils in both Key Stages 1 and 2 are keen to learn and the oldest pupils show mature attitudes to their work. Pupils show interest, are eager to answer questions, read out loud their work and enjoy discussing what they do. In some of the very good lessons, pupils are totally engrossed in, and show a hundred per cent commitment to, their learning. For example, in a swimming lesson, pupils were completely focused on the activities and followed instructions 'to the letter' for the entire lesson. The majority of pupils often sustain a good level of concentration and listen carefully to instructions and others' answers. A minority of pupils in some classes and lessons do not listen well; their concentration lapses. Pupils research for information from newspapers, class books and computer programs in class and for homework. They enjoy looking things up for themselves and are keen to work independently. However, their skills of using the library for independent research are more limited as they do not have sufficient access to it in class time. Pupils take a pride in their written work and handle books and resources carefully. Pupils with special educational needs work well with their adult helpers.

25. Pupils behave appropriately in and around school and behaviour in lessons is satisfactory. It is often good or very good when the teaching is likewise. When the teaching does not enforce the code of conduct effectively, a minority become restless and talkative. Pupils clearly know what is expected of them and are aware of the school's rules. The majority move around the building quietly, with a small number needing to be reminded to walk. This results in an orderly environment for the pupils to learn. They enter school, assemblies, classrooms and the dining areas quickly and quietly to enable sessions to start on time. Most pupils are polite and courteous to adults and each other. Behaviour in the playground is generally good. The school has improved the provision for outdoor play, for example, by allowing equipment such as balls and hoops to be used and by giving time for pupils to discuss the arrangements. However, some pupils are a bit over boisterous in their play. Parents are happy with the behaviour of pupils. There have been no exclusions during the last twelve months. Pupils respect and take care of property, look after the environment and take care when handling resources, for example, physical education equipment.

26. Relationships throughout the school are good. The pupils feel that they are respected and they in turn respect adults in the school. Pupils work well in pairs and in groups and this is particularly evident in reading, writing and mathematics lessons. They work enthusiastically together when collaborating on a group or paired activity such as when discussing 'tenses' used in newspapers or 'brainstorming' ideas about care and responsibility. Pupils are invariably polite and friendly. They are courteous to adults and willing to offer help to visitors. Pupils are tolerant and supportive of each other; for example, comments on each other's performance in a gymnastics lesson are constructive.

27. Pupils show good personal development, which is a direct consequence of the caring and supportive ethos of the school and the quality of encouragement they receive. Pupils respond with maturity to opportunities to take responsibility and to show initiative when given the opportunity. For example, they help younger pupils at lunchtime, are keen to do jobs for the teacher, and pick up coats that have fallen off cloakroom pegs, unasked. They take full advantage of the residential visits and the good range of extra-curricular activities.

28. Pupils' good attitudes and standards of behaviour have not been entirely as well maintained since the last inspection, overall. These are better in Key Stage 2, but not as good as they were in Key Stage 1. When teachers' expectations of behaviour and commitment to work are high, this results in the best learning, as was observed in the last inspection.

29. Pupils are encouraged to be part of the school community.

32. **Attendance**

30. The school attendance figures are well above the national average. The rates of unauthorised absence are well below national figures. The completion of registers meets statutory requirements.

31. The majority of pupils arrive at school before the start of the school day, which enables the school day to start promptly. Pupils' very good attendance and punctuality have a positive impact on their learning and progress. The school has maintained its very good attendance and punctuality record since the last inspection.

34. **QUALITY OF EDUCATION PROVIDED**

34. **Teaching**

32. The overall quality of teaching is good. It is good or better in fifty seven per cent of lessons, of which thirty four per cent are very good or excellent. It is excellent in five per cent of lessons and unsatisfactory in under three per cent. Four in ten lessons are satisfactory. Most of the very good teaching occurs in the Year 5 and 6 class where teaching is nearly always very good or excellent. The headteacher sets a consistently very good or excellent example to all staff in his teaching. The percentage of good and very good teaching is high in Key Stage 2. Teaching in Key Stage 1 is at least satisfactory or better. The teaching is good in nearly half of lessons for the under fives. It is good in the oral part of lessons, where the teacher uses skilful questioning to extend children's understanding and to build on their knowledge. Sometimes what children are to learn is not made clear, for example, in the sand and water activities and in dance and music. There are few opportunities for outside play.

33. The teaching of the National Strategies for literacy and numeracy is good. It is very good in Key Stage 2 in literacy. The teaching is good in science and music in Key Stage 2, and satisfactory in all other foundation subjects except physical education. Teaching in physical education (including swimming) varies from outstanding to unsatisfactory. It is never less than very good for the upper juniors and is often excellent. It is satisfactory in most other lessons and unsatisfactory in a minority.

34. The quality of teaching is not as good as it was in the previous inspection. The percentage of good and very good teaching has somewhat declined, particularly at Key Stage 1. Since the last inspection Key Stage 1 has been reorganised and is now more formally organised with subjects taught separately. The introduction of the literacy and numeracy hours has positively

affected the way teachers teach. Additionally, children are often admitted to school at a much younger age and this makes it difficult for the teacher of the youngest class to organise suitable activities for the under fives involving meaningful play, while also catering for the formality of the National Literacy and Numeracy strategies for Year 1 pupils, the teacher manages this well. The good quality of the teaching of music in Key Stage 2 and science has been maintained since the last inspection, but the teaching of information technology has not. Little direct teaching of information and communication technology was seen and too heavy a reliance is placed on peer tuition.

35. All teachers have at least a secure knowledge in all subjects of the National Curriculum, and several are very knowledgeable about their subjects, for example, English, physical education, music, mathematics and history. Teachers plan their lessons conscientiously. Some teachers identify clearly and precisely what they want pupils to learn, but this practice is not consistent amongst all staff in all subjects, for example, in information technology and physical education. Most teachers plan work that is well matched to the needs and abilities of the pupils. On a few occasions work in mathematics and science is not sufficiently challenging for the highest attaining pupils. Teachers are particularly skilful in their questioning, and make every effort to ensure that questions are targeted to individual pupils.

36. Teaching is good for pupils with special educational needs and those for whom English is an additional language. Teachers ensure work is well matched to these pupils' abilities and effectively deploy classroom assistants and parent helpers to work with and support these pupils. Pupils with statements of special educational needs are given work based on the theme of the lesson which is carefully pitched at their level. They are also well supported by their adult helpers who are skilled in continually re-inforcing what is learned. Teachers are sensitive to the needs of these pupils. For example, in one lesson where there was no classroom helper, the teacher sat with the pupil and patiently provided reassurance, encouragement and practical support.

37. Teachers use every opportunity in lessons in all subjects to improve pupils' reading and writing, and pupils' understanding and use of numbers. Lessons in history and geography provide good opportunities for pupils to read for information, take notes and write accounts, for example, in writing about the Caribbean. In design and technology, pupils use their knowledge gained of measuring to good effect in planning the measurements of a sand buggy.

38. Most teachers have high expectations of pupils' written work and its presentation. They expect pupils to think deeply about their answers to questions and often set challenging activities. For example, in a Year 5 and 6 history lesson, the teacher set searching and taxing questions for pupils to research from newspapers published on VE-day. Pupils had to make astute comparisons and perceptive deductions from their reading and delve deeper into the meaning of what was written. They considered the effect of the end of the war on people in different circumstances, and from all walks of life. Teachers give clear instructions and plan interesting lessons. For example, pupils write articles for magazines; use dice in mathematics lessons on probability, and handle and examine everyday artefacts in history.

39. Classroom organisation is satisfactory. It is good in Years 5 and 6. Teachers are very well prepared. They make good use of a range of resources, including lots of different artefacts. Teachers sharing the top class manage the class very well and establish good

standards of discipline. In other classes, teachers do not consistently follow the school's code of practice for behaviour and this results in a minority of pupils being inattentive and straying off task to chatter. Teachers sometimes 'shush' pupils too much; this becomes less and less effective as a method of making pupils listen. Failure to insist on full attention of all pupils for the whole lesson often spoils what would otherwise have been a very good lesson. Most lessons proceed at a suitable pace and are often brisk, on occasions teachers stop lessons to urge pupils to attend.

40. Good relationships exist between staff and pupils, and a friendly atmosphere is created. Pupils consequently feel confident to ask questions, put forward their ideas and speak at length.

41. Teachers make effective assessments about the progress pupils make. In the best lessons, teachers make assessments of what pupils can do and use this information to decide the next step in their learning. This practice is good because it ensures that pupils make effective progress by building on the knowledge and understanding they have acquired. However, this practice is not consistent across the school. Teachers keep portfolios of work and records of achievement of pupils. Learning is monitored effectively through direct work with groups and individuals, and completed work is marked thoroughly. The marking of work is good and informs pupils where they need to improve, particularly in English. Teachers make useful comments on how the pupils might improve their work and praise significant achievements by the pupils. Pupils have targets set for them and they work to these detailed goals. Targets and assessments set in English in Years 5 and 6 are particularly useful.

42. Homework, which is carefully monitored, makes an important contribution to pupils' learning. The homework diary provides a good dialogue between home and school.

43. Where the teaching is satisfactory, as opposed to good or very good, lessons do not have sharp enough objectives for learning; they are not presented in a lively or stimulating way and a minority of pupils' attention wanders. In the unsatisfactory lesson the teacher does not deal with unacceptable behaviour from a few pupils quickly enough.

44. Classroom assistants and parent volunteers provide good support for pupils and make a positive contribution to pupils' learning.

47. **The curriculum and assessment**

45. The school provides a broad and balanced curriculum that meets the needs of all the pupils and fulfils all statutory requirements. The curriculum for the under fives is not planned according to the recommended areas of learning for the under fives. Work for the under fives in the Reception/Year 1 class is based on the National Curriculum. While this is appropriate for many children and does not detract significantly from the progress children make, nevertheless there are gaps in the planning of what skills and concepts are to be learnt through play. There are appropriate opportunities for children to play and choose their own activities, but little planned use is made of the outside play area for physical activities involving such equipment as wheeled toys. Staff compensate, to some extent for this, by providing physical education lessons and by using wheeled toys indoors.

46. English and mathematics are given high priority. The school's literacy curriculum follows the guidelines of the National Literacy Strategy, and this is implemented well throughout the school. The school has appropriately adapted the Literacy Strategy, for example, by allocating a lesson on one day to developing pupils' literacy skills in extended writing, and in providing extra daily reading sessions. It is also current practice that teachers spend part of their lunchtimes hearing pupils read. These practices have a marked and positive effect on attainment and progress in English. Teachers take every opportunity to promote English in other subjects, for example, through studying newspaper articles in history. Teachers also promote mathematics in other subjects, for instance using graphs to represent the results of experiments in science. The implementation of the National Numeracy Strategy is good. All other National Curriculum subjects are taught, with an appropriate balance between art and music, science and technology, history, geography and physical education. Pupils have opportunities to apply their information technology skills across the curriculum but not all elements are covered in sufficient depth. The school makes appropriate provision for health education, including awareness of the dangers of misusing drugs and the benefits of a good diet and exercise. A suitable programme of sex education is provided, and parents are informed of their rights to withdraw their children from part of this if they so wish. The school follows the locally agreed syllabus for religious education. The curriculum for children under five prepares them satisfactorily for the National Curriculum, and by the end of Key Stage 2, the pupils are well prepared for secondary education.

47. All pupils have equal access to the full curriculum. Care is taken not to discriminate against any child or pupil on the basis of gender, age, race or disability, both within school time and in extra-curricular activities. The school makes good provision for pupils with special educational needs. They have individual learning programmes where appropriate, and are given support with their learning targets in such a way that they do not miss out on any curriculum opportunities. Pupils who speak English as an additional language are well integrated into school life and are well supported by staff.

48. There has been a good improvement in medium and long-term planning since the last inspection and the pupils' now generally experience continuity in their learning from class to class and between key stages. Teachers follow the National Literacy and Numeracy Strategies in their planning for English and mathematics, and have adopted recent government guidelines for planning in most other subjects. Some of these arrangements have only been introduced recently, however, and they are not in place for all subjects, for example in design and technology. This was identified as a key issue in the last inspection. In art and information technology, for example, the planning ensures coverage of the programmes of study, but does not yet provide clear pathways for pupils to build on their knowledge, understanding and skills in each area, as they move through the school. Previous weaknesses in planning have contributed to gaps in the pupils' learning, with observable effects on their attainment at the end of Key Stage 2. For example, their knowledge and understanding of the properties of materials in science is below average because of the length of time that has elapsed since they last studied this aspect. The school plans to have all schemes of work in place by next term. Short term planning is generally good but occasionally what is to be learnt by the pupils is not always clear, for example, in some physical education lessons and in information technology.

49. The planning of some subjects around whole school or key stage topics is effective in ensuring full coverage of the programmes of study. For example, in science pupils from Year 3 to Year 6 study the human skeleton at the same time. They benefit from the extra resources the school has secured, making good progress in this area of knowledge. The school is very aware that planning for a four-year cycle presents difficulties in matching work appropriately to the age and ability of pupils. The school is monitoring this situation carefully. Inspectors' views confirm that work is mostly well matched to pupils' capabilities.

50. The changes that have been introduced provide a helpful framework for developing medium and long term planning and the headteacher and senior staff are monitoring and evaluating these with a view to making further improvements. The school has a good capacity to continue moving forward in this area.

51. The arrangement for pupils identified as having special educational needs comply with the official Code of Practice. Pupils on the school's register for special educational needs, including those with Statements, receive good quality support. Pupils on Stage 2 and above of the register have clear and specific individual education plans which are used effectively by teachers and support assistants. Staff help pupils to make good progress towards defined targets.

52. Good provision is made for the few pupils who speak English as an additional language. Teachers and class assistants effectively help pupils to develop their knowledge of spoken and written English, for example, by the specific questions they ask them.

53. The school provides a very good range of good quality extra-curricular activities, including recorder groups and a choir, drama, gymnastics and competitive sports. There is a good take up of all these activities and all the teachers are involved. The standard of performance observed in football, netball and singing was above average and reflects the good teaching in these activities after school. The residential visit, other visits locally and farther afield, together with visitors to school, all positively influence pupils' attainment and progress.

54. Procedures for assessing the pupils' attainment in English, mathematics and science are good, and they are used effectively. For example, the pupils' answers to specific questions in the national tests are analysed to identify areas that need more attention. A review of teacher assessments identified weaknesses in pupils' attainment in science, which led to an increase in the time devoted to teaching it. The school has developed good procedures for assessing the attainment of children under five soon after they enter the school in order to provide a benchmark against which to measure future progress. All the areas of learning are covered, and the information gathered here forms the basis of a useful file that follows each individual pupil through the school. This shows what progress has been made and includes test results and samples of work. The school is currently reviewing its assessment procedures in information technology and for the non-core subjects. It is awaiting government guidance before putting new procedures in place. Teachers also keep comprehensive records of test results and other assessment data for the whole class, which feed into their forward planning. All this assessment information contributes to the setting of learning and attainment targets for individuals, groups and classes. The school is very aware of the need to assess pupils' progress in subjects such as science that are affected by a four-year cycle. Pupils are assessed

regularly in their science topics. These assessment procedures represent a big improvement since the last inspection. The headteacher is giving a good lead in continually evaluating and improving these systems to make them as accessible, efficient and useful as possible, giving the school a very good capacity to make further improvements.

57. Pupils' spiritual, moral, social and cultural development

55. The school provides good provision for the pupils' spiritual, social and most aspects of moral development and satisfactory provision for their cultural development. This represents an improvement since the last inspection in provision for social development.

56. Provision for spiritual development is good. In art, music and physical education lessons, for example, the pupils are encouraged to reflect on their thoughts and feelings and how they express them. Teachers clearly value the pupils' ideas, and encourage them to express them freely. The way the whole school has dealt with its bereavement following the death of the previous headteacher is a reflection of its vitality as a community. The books of remembrance reflect the responses of each individual to this traumatic event in a healing and regenerating way. Through the religious education syllabus, the school provides the pupils with an insight into how religious beliefs affect the way people live, and draws positive comparisons between different traditions. For example, a story about the Hindu festival of Divali, which centres around the symbolism expressed in the lighting of candles, is used in an assembly to illustrate similarities between this and the way Christians use the same symbols at Christmas. Pupils are provided with quiet moments in assemblies in which to reflect, and music is sometimes used to help this process, but these are not consistent features on all occasions. In religious education lessons and in assemblies pupils consider choices about fairness and the need to share with others. They are made aware of the need to care and take responsibility for themselves and others. They are sensitively supported and helped to come to terms with the important issues of life and death through discussion and in their writing. Collective worship meets statutory requirements.

57. The provision for most aspects of moral development is good. The headteacher and staff set a good example for moral behaviour, and teach the pupils to distinguish between right and wrong. The basis of the school's moral code is equal respect for all individuals, and this is reflected in its daily life, for example in the stories that are chosen for reading in class and assemblies. Rewards for good behaviour and positive attitudes also help to re-enforce the school's moral values. The pupils helped to draw up the school's behaviour code and by and large they follow it. The few instances of unacceptable behaviour observed reflect inconsistencies in the implementation of the school's behaviour policy. Some teachers give a good lead to pupils by encouraging them to sort out their own disagreements through discussion rather than always relying on adult intervention.

58. The school makes good provision for the pupils' social development. Relationships throughout the school are good, and are based on mutual respect. From their earliest days in the school, the pupils are made to feel part of a community with shared values and positive relationships. This is evident in the way parents, teachers and children begin the day together in a family atmosphere in the Reception/Year 1 class. Older pupils bring this full circle on the occasions when they look after the younger ones. They develop a sense of social responsibility, for example through acting as corridor monitors, preparing the hall for assemblies and the playground equipment for breaktimes. The teachers include group tasks in their planning to give the pupils opportunities to participate in co-operative and collaborative ventures, and in some subjects they enable them to undertake extensive individual research.

The school council provides good opportunities for the pupils to experience decision-making in a community. The pupils' involvement in the planning of playground improvements has helped to make them aware of the importance of taking responsibility for their own environment. The varied extra-curricular activities enable pupils to experience the responsibility of leadership and of representing their school, and the programme of residential visits gives them the experience of life in different social settings.

59. The provision for pupils' cultural development is satisfactory. Art and music from a variety of cultures are used as starting points for discussion in lessons and assemblies. For example, the works of Henri Matisse have formed the basis of a whole-school display and music from Barbados is used to highlight positive aspects of the cultural life in that part of the world. History lessons give pupils an insight into their own cultural heritage, for example through studies of Britain since the 1930's, and in geography, pupils learn about aspects of different cultures across the world. However, the contributions that different cultures make to life in Britain today are not celebrated as much as they could be in order to prepare the pupils for life in a multicultural society.

62. Support, guidance and pupils' welfare

60. The provision for support, guidance and welfare is satisfactory overall. The school provides a caring environment in which pupils can learn, and this has a positive effect on their attitudes, progress and attainment. Parents report that their children enjoy coming to school, and pupils agree.

61. Teaching and support staff relate very well to pupils and show a high level of interest in their progress. Parents of children under five receive good information about the school and have opportunities to discuss arrangements during a visit to their home. Children under five are helped by staff to settle quickly to new routines. The school carefully tracks pupils' individual progress in the core subjects of English, mathematics and science and sets targets for pupils to improve. Parents are satisfactorily informed about their children's progress at the two consultation meetings and through annual written reports. Pupils with special educational needs are given good support by staff and their progress is monitored carefully through their individual education plans. There are only a few pupils from different cultural and religious backgrounds but they are well supported by the staff, who quickly realise when they need help. Their progress in English is well monitored also.

62. A positive behaviour policy is in place based firmly on the principles of encouragement and reward. Pupils have been involved in agreeing the school's code of conduct and rules are displayed in classrooms. Suitable rewards and sanctions are in place and pupils are proud of any certificates they are awarded for their achievements. Pupils are well aware of the standards of behaviour expected of them. However, teachers do not consistently implement the code of practice. The school provides additional activities at lunchtimes and breaktimes to keep pupils interested and active. Pupils have good opportunities in assembly each week, and in the school council meetings, for airing their views about the quality of provision for outside play during breaktimes. These opportunities

help pupils become more responsible and considerate of others. When the planned facilities outside are completed, pupils will have a much more stimulating and spacious area for outdoor play. Serious misbehaviour, such as bullying is rare, but any incident is investigated promptly and dealt with firmly. Parents are made aware of the school's code of conduct and widely approve of the good standards the school is striving for. The school does not tolerate racial harassment.

63. Good procedures are in place to monitor attendance and punctuality. The school makes regular checks on attendance and immediately follows up reasons for absence. The education welfare officer visits the school regularly to check on attendance.

64. The school uses a range of external agencies that it contacts to help support pupils and their individual needs. Procedures for child protection are satisfactory. The headteacher currently is the designated officer for child protection. Staff know the procedures to be followed for child protection but they have not received any recent training. The school does not have a policy for child protection. The school appropriately promotes the health and safety of its pupils through the personal, social and health education programme. It has good procedures in place for the reporting and recording of accidents. Risk assessment and the monitoring of health and safety are undertaken appropriately. The school have staff who are qualified first-aiders.

65. This aspect of provision was judged a strength of the school in the last inspection. The school continues to demonstrate the priority it gives to pastoral care and has improved its security and monitoring of the front entrance. However, the provision for child protection is only adequate.

68. Partnership with parents and the community

66. The school has a good partnership with its parents and good relationships with the local community.

67. The amount and quality of the information between school and home is good. Parents appreciated the recent opportunity to answer a questionnaire about their links with school. As a result new initiatives were put in place and now parents feel much better informed than previously. Parents are also now kept well informed about what their children are to learn in different subjects. The fortnightly newsletters are entertainingly presented and provide a good level of information about events and developments. Parents are invited to special assemblies, presentations and meetings, for instance, to discuss homework issues. The majority of parents are pleased with the homework the school provides. There is an informative brochure for parents of children under five and they get an opportunity to discuss with the teacher their child's entry to school. The school is supported by an active parent teacher association which, through social and fund raising activities, makes a significant contribution towards the cost of swimming, and provides sports and computer equipment for the school. The events held in the school are well supported by parents and the village community. Formal documents, such as the prospectus and governors' report to parents, adequately set out all the basic information about the school, but they do not always contain the information they should. For example, the school's address and telephone number are

missing in the school's prospectus. The school is currently reviewing the annual governors' report to parents to ensure that this fully meets statutory requirements.

The school holds two formal parent-teacher consultations a year and opportunity is given to discuss the end of year progress report if required. The homework and reading diaries provide good opportunities for parents to be involved in their child's learning and many parents keep a very good dialogue with the school through their use. Spelling, tables and research tasks are often completed at home.

68. Parents find members of staff approachable and open to discussion about their children's progress. They are pleased with the annual reports and the opportunities to discuss their child's progress in the consultation meetings. The written information on English, mathematics and science is for the most part clear and detailed, but is much less so for the other subjects. Useful comments are made on pupils' social and personal education.

69. Parents say they are encouraged to play an active part in the life of the school. A small number of parents help in classrooms on a regular basis and this makes a good contribution to pupils' learning.

70. The school has developed good links with the community. A wide range of visits to the local and wider community enable the pupils to gain from their experiences. Pupils have opportunities to go on a range of educational visits. For example, the younger pupils have visited a church as part of their studies while some of the older pupils went to Manchester Airport. The school has worked with a local high school in a recent art week. Visitors to school include representatives from children's homes, a theatre company and a mini band. People in the local community regularly join and help with school events and the local minister is regular visitor and takes assembly. These visits and visitors to school positively influence pupils' learning.

71. In the previous inspection, the partnership with parents and the community was judged a major strength of the school. Relationships with parents continue to be good but there are few links with local businesses.

74. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

74. Leadership and management

72. The leadership provided by the headteacher is a major strength of the school. The headteacher took over the school at a very difficult time, when it was mourning the sudden death of the previous head. In the interim period when the deputy acted as headteacher the staff worked very well as a team to maintain the school's aims and standards. The new headteacher, in his first term, has sensitively supported staff, parents and pupils in their grieving and has been tactful about the need for change. He provides strong leadership, giving a very clear educational direction to the school in a warm and enthusiastic way. In the short time the headteacher has been at the school, he has looked closely and critically at what the school is doing, and is setting realistic and relevant priorities for improvement, for example, by improving the way teachers plan their work. He is well supported by the deputy head, Key Stage 1 co-ordinator, teaching staff and governing body, who all have a commitment to high attainment. The headteacher sets a very good model for staff to follow in his teaching, which is never less than very good and is often excellent. This consistency of

very good teaching at the end of Key Stage 2 is a very positive factor in raising older pupils' rate of progress and the standards they achieve.

73.The school development plan has been formulated by the new headteacher after consultation with the staff and governors, and is based on relevant and identified priorities, which can be achieved within the intended timescales. Progress towards goals is reviewed and discussed at governor meetings. The plan is based upon a thorough review of provision, and priorities for development are clearly established. Longer term plans are made and actions are linked to staff training and to the budget this year, where possible. Appropriate criteria for the success of initiatives and timescales for completion are included. The staff responsible for subjects draw up relevant plans for action.

74.The headteacher has drawn up an action plan for monitoring the work of the school, which involves the staff and governors. This plan is new and is not yet fully implemented. The headteacher currently monitors teaching informally. Literacy lessons have been observed by the co-ordinator and local education advisers to monitor the effectiveness of the National Literacy Strategy. This has had a positive impact on teaching and learning. The headteacher and curriculum co-ordinators see teachers' planning and look at pupils' work. This practice is good but is not always rigorous enough. For example, teachers include in their planning what they want pupils to learn, but often these objectives are not specific enough to evaluate the success of the lesson. Those who are monitoring planning have not identified this weakness.

75.The school has a positive ethos. The aims of the school, which are mainly based on its pastoral role, are effectively met and reflected in its work. The school's new mission statement is good and provides a good goal to work towards.

76.Provision for special educational needs is managed well. The special needs co-ordinator ensures that practice meets the requirements of the Code of Practice and school policy through a range of strategies. These include careful monitoring of individual educational plans and the teaching provided. There are good links with the local education authority's psychological services and advisory staff for special educational needs. Clear roles and responsibilities are established for all staff, and the governor with responsibility for special educational needs liaises closely with the co-ordinator. All statutory requirements for special educational needs are met. The school has a commitment to equality of opportunity and mostly provides well for all its pupils, in activities such as games and in social situations.

77.The governing body is very supportive of the school. It meets regularly and has a good range of experience and an appropriate committee structure. There are, for example, committees for finance and staffing. The governing body is fully involved in taking decisions and is well informed about the work of the school. For example, the governor with responsibilities for literacy and numeracy has taken part in initial training on the National Literacy and Numeracy Strategies. The governor has observed lessons in literacy and has attended a staff meeting on numeracy and is looking forward to observing numeracy lessons.

78.The school is better than it was. In the last inspection the key issues identified the need to develop schemes of work for all subjects so that pupils in each class and year group would be able to build on their knowledge and skills progressively. The school responded well to

developing these in the core subjects of English, mathematics and science, but did not address the issue of the other subjects in its action plan. It addressed the issue of improving teachers' planning satisfactorily to allow work to be matched to the age and capabilities of pupils. The school successfully improved its planning, monitoring, assessment and evaluation procedures in the core subjects. However, the plan failed to address how similar improvements were to be made in the other subjects. There was no mention of how the school was to measure its success. From conversations with staff and governors, it is clear that governors were kept well informed about the implementation of the action plans. However, there is little written evidence to support the view that governors held the school to account in addressing the key issues fully. The school has recently reviewed how all subjects are planned, monitored and assessed; as a consequence, changes and improvements have been made. The school follows the planning for the National Literacy and the Numeracy strategies and is planning to adopt the government guidance as schemes of work for most subjects. However, some subjects, such as design and technology and geography, still do not have schemes, although the school has good plans to remedy this shortly. Overall the school has made a satisfactory improvement since the last inspection, although shortcomings identified at the time of the last inspection have not been fully implemented. The school's capacity to improve is very good. The new headteacher knows what needs doing and how to achieve improvements.

79.The governing body fulfils most of its statutory duties but the prospectus does not include information required by law, for example the amount of authorised and unauthorised absence of pupils.

80.Communications throughout the school are good. The organisation and administration of the school are efficient and daily routines are well established and effective.

83. Staffing, accommodation and learning resources

81.The school has sufficient qualified and experienced teachers and support staff to teach all the National Curriculum subjects, religious education and the under-fives. They are sensibly deployed. The Reception/Year 1 class is taught by a suitably qualified teacher who is ably supported by a nursery nurse for the majority of the timetable. They form an effective team, giving the children under five a good start to their school life and preparing them appropriately for the National Curriculum. All classes have mixed age groups, but the two key stages are taught separately. Arrangements are flexible, so that when the occasion arises, pupils can change classes for specific lessons in order to be taught at a similar level to their peers. This currently happens in some literacy and numeracy lessons. Pupils with statements of special educational needs are well supported by classroom assistants, and are able to join in all activities profitably, as well as to follow their individual educational programmes. The recently appointed newly qualified teacher has received good support from the headteacher, her colleagues and the local education authority. Arrangements for appraisal and the professional development of staff are now good, following a recent review. Teachers have received the necessary numeracy and literacy training, and a number of staff have attended courses on various subjects and on school management to meet their own and the school's developing needs. The staff often have several co-ordinating roles and a heavy burden of work. For example, the deputy head, who has a management role, is also co-ordinator for English and is the person responsible for special educational needs and early years. Many of

the curriculum co-ordinators are new this term but already they have produced an action plan and have clear ideas of how to develop their subject.

82. The accommodation is satisfactory overall, with some good features and some shortcomings. The school hall is spacious and is put to good use for physical education, music and drama, assemblies and dining. There is also a generous space allowance in the two classrooms in the main building, which are occupied by the under-fives and Key Stage 1. The reception classroom has separate bays to accommodate the needs of the younger children, and there is an attractive and separate library and reception area. The administrative facilities are cramped, with the headteacher and secretary having to share an office, but the governors have appropriate plans to remedy this. The two mobile classrooms are adequate for the numbers of pupils using them, and they are both serviced with running water. However, only one of them has separate toilet facilities, and there is no covered walkway to the main building to give the pupils protection in inclement weather as they move between the buildings. The large school field is an asset for play and physical education in the summer months, but is of more limited use in the winter. Current plans to improve the grounds include the provision of some all-weather soft play area. The two separate playgrounds provide sufficient space for both infants and juniors, but there is no separate play area for the under-fives. The building is well-maintained by the maintenance officer and cleaners and is enhanced by attractive displays. The accommodation has a mostly positive effect on pupils' attainment and progress. The smaller size of the mobile classrooms restricts, to some extent, some learning activities such as large scale artwork. The lack of a designated outside play area for the under fives has a limited effect on children's physical development as the teacher provides sufficient opportunities to develop these skills in physical education lessons.

83. The quantity and quality of learning resources are mostly satisfactory in all subjects but there are shortages in several areas, particularly for the under fives. For example, there is a lack of good quality resources in the home-corner, of storage for items such as dressing up clothes and of equipment for outside play, for instance wheeled toys. In geography there are barely sufficient maps and in music no bass instruments. There are few artefacts for religious education. The school has sufficient reference and big-books for the literacy hour, and also enough materials and equipment to support the school's numeracy strategy. The library is appropriately stocked but is underused. This negatively affects pupils' research skills. Each classroom has at least one up-to date computer, although software is barely adequate. The school has already ordered extra software and has plans to link up to the internet. In the previous inspection the library was well used by pupils and resources were sufficient.

86. **The efficiency of the school**

84. The efficiency of the school is good. The budget was set prior to the arrival of the new headteacher and was set according to the school's perceived needs. The new headteacher, together with the staff, has identified additional priorities. The school is successfully supporting many of these additional initiatives through careful financial planning and regular monitoring of the budget. The school makes good use of the expertise of the local authority's finance officer to assist in this monitoring. A full financial statement and detailed explanations of expenditure are given by the headteacher at governor meetings. The governing body is

closely involved in the monitoring of the budget. Value for money is sought on expenditure and the impact of spending is meticulously reviewed against the current priorities of the school. Co-ordinators do not have a budget for their subject currently, but this is planned for next year.

85.The school development plan is recent. It effectively identifies the costs of initiatives, and looks beyond the current year (an improvement since the last inspection). Relevant priorities are broken down into costed targets. Developments are linked to timescales, and responsibilities clearly identified. The procedures are both efficient and effective. They are regularly reviewed and closely monitored.

86.The school uses all of its staffing resources efficiently. All staff work closely together to promote the school's aims. Money allocated to supporting pupils with statements of special educational needs is well spent on staffing. Additional funds from the school's budget are allocated to providing additional staffing to support pupils on the special needs register. The extra support the school provides for these pupils is used to good effect and has a positive impact on the progress these pupils make. The school receives no extra funding for staff for those pupils for whom English is an additional language, but these pupils are well supported by staff in lessons. Learning resources and accommodation are generally used well. However, computers are under utilised and there is no provision for outside play for the under fives. Additional grants to the basic budget are targeted for specific purposes such as the implementation of the literacy hour, and are spent appropriately. The parents make a considerable contribution to the resources of the school, such as paying towards the cost of providing swimming lessons, sports and computer equipment.

87.The day-to-day control of the school's finances is good. There has been no recent auditor's report, but the administrative assistant operates efficient financial procedures and ensures the smooth running of the school.

90.

91. The previous report found that the school gave good value for money. In relation to the context in which it operates today, the standards and quality of education it provides, the generally good quality of the teaching, the positive attitudes of the pupils towards their learning, and the higher than average funding, the school provides good value for money.

91. PART B: CURRICULUM AREAS AND SUBJECTS

91. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

88. Children are admitted to the school in the September of the year in which they are five. Nearly all have some form of pre-school nursery or play group experience. When they enter school they join with twelve Year 1 pupils to form a class. At the time of the inspection, thirteen of the eighteen reception children were under the age of five. The classroom is spacious and includes several large 'bay' areas. The class share toilet facilities with one other infant class. Children do not have access to an outside play area during lesson time. Children enter the school with a wide range of attainment from below average to well above average. This year, children's attainment is average. By the time they are five, the majority of the children have exceeded the desirable learning outcomes for children of this age in all the areas of learning except physical and creative education. Standards in these two areas are in line with what can normally be expected for children of this age. Work for the under fives is mostly based on the National Curriculum rather than the nationally recommended programme for children under five. Although this does not detract significantly from the children's progress, it does lead to some shortcomings in provision, for example, in planning for what skills and concepts are to be learnt through play. Overall the provision for the under fives is good.

89. In personal and social education, children attain standards above those expected for children of five years of age. The teacher gives appropriately high priority to this area of development. Consequently children respond well to the good teaching and make good progress. A good start is made to the day when parents or carers bring children into school and spend time with them at their tables on a chosen activity, in a relaxed and informal atmosphere. The children soon grasp the routines of school life, rapidly becoming confident and responsible. They learn to put up their hands and wait for their turn to speak. They listen carefully to what the teacher says and try hard to follow instructions. By the age of five, they have developed a good degree of independence, for example, they get dressed and undressed for physical education lessons mostly by themselves. They help with routine class chores such as tidying away equipment and develop a sense of social responsibility by taking turns as class leaders for the week. The staff set a very good example to the children in their relationships with one another, and this encourages children to establish positive relationships with each other and adults. Pupils concentrate well for their age and work equally well on their own or as members of small and large groups. They are very sociable and enjoy telling visiting adults about what they have been learning. Their behaviour is mostly very good and they play happily together. Occasionally they get restless when lessons are too long.

90. In language and literacy, the children make good progress and most of them attain standards above those expected by the time they are five. Staff use every opportunity to engage the children in conversation in order to extend their spoken language skills. The children express themselves well, using the correct sentences and an above average range of vocabulary. They listen to favourite stories such as the 'Jigree' and join in enthusiastically with well-known repetitions.

91. The children progress well with their reading and writing. The younger children sit with a book, turn the pages properly, talk about the pictures and tell the story in their own words. Higher attaining pupils include a large amount of detail to make sense of the pictures they see. Children recognise many letters and connect the correct sound with them, while others can read simple words and sentences. Nearly all of the children can recognise and write their own names. Some can copy words underneath the teacher's writing, while others still need to write over the letters to get the correct shape. Higher attaining children write simple words independently and are keen to read what they write. The children make good progress in forming their letters correctly because they spend a lot of time practising them. There is a 'writing' table where children can choose to write, but this is not very stimulating.

92. Children under five join in with the other pupils for literacy in the mornings. They make good progress in the first part of these lessons because the teacher targets special questions at them to involve them fully. While the worksheets and activities provided afterwards are satisfactory, opportunities are missed to promote learning through purposeful and planned play, for example in the home corner.

93. In mathematics, most children attain standards that are above those expected for five-year olds. They make good progress, especially in the whole-class sessions in which the teacher engages the reception children with the whole class through carefully chosen questions. In this way they learn to count numbers and to look for patterns in them. The children do a short follow-up worksheet task and then are free to choose, but many of them choose to stay with the work sheet. This reflects a keen interest in learning about numbers. However, there are insufficient attractive and stimulating alternative practical tasks for them to choose from when learning through meaningful play. The children organise themselves very well and chat amicably to each other as they work. Some of them recognise and name squares, triangles circles and rectangles, count to ten, and place the correct number of objects next to the written number. Higher attaining children decide on a route for the postman to deliver his letters and write it down. The children have a good general mathematical vocabulary, using words like 'next to', 'more' and 'less' in their work and play, and they can recognise and continue simple patterns, for example when threading coloured beads. The water and sand trays provide opportunities for children to learn about capacity and measures, but the teacher's planning does not indicate how children are to build on their knowledge and skills systematically.

94. By the time they are five, the children have a good knowledge and understanding of the world. They make good progress. The teacher encourages them to observe their surroundings and to talk about and record some of the features that interest them. For example, they draw a fire engine. The teacher also engages them in thinking about how they would like to improve their surroundings and the children have drawn their own simple plans as part of the school playground improvement project. The detail of observation in some of this work is good. Similar attention to detail is evident in their design and making of windmills, which they tested in the playground. Through talking about their own experiences, and examining old and new household objects like bottles and irons, the children gain a sense of the passing of time. They describe technological and scientific features with confidence. For example, a child explains that the modern iron needs 'electric' to heat up, and that an old fashioned 'flat' iron would have to be heated another way. The child suggested the

microwave! The children have a good vocabulary for describing materials and they recognise and name plastic, wood, glass and metal. They develop satisfactory information technology skills through their use of tape-recorders and computers. They change and play tapes and use a mouse and keyboard with developing competence to move images on the computer screen. The teacher provides good opportunities for children to learn through play and children are helped to understand new ideas and concepts through the skilful questioning of the teacher and nursery nurse, for example, when talking about the Victorian artefacts.

95. In physical development, most children reach expected standards by the time they are five. They make satisfactory progress. A satisfactory variety of activities is provided to help the children develop fine control of their fingers, from construction toys to cutting with scissors and threading beads. They handle pencils, paintbrushes, glue spreaders and other small implements with confidence. The children join with the other children from Key Stage 1 at breaktime for outside play. To compensate for the lack of planned outdoor play for children staff provide children with appropriate activities for physical development in physical education lessons. Additionally, children have some access to wheeled toys indoors to develop their physical skills. The children do not make regular use of the outdoor areas to develop physical skills, for example, using wheeled toys, other than at playtime. However, they do play indoors with one or two wheeled toys, and the teacher provides the children with appropriate opportunities for physical development in physical education lessons. The children learn to play follow my leader, pretending to be elephants and other animals. They extend their repertoire of movements through imitating the teacher and their friends. They skip, walk and run, and learn to be aware of the space around them and of other people in it. The teaching of physical education is satisfactory but occasionally what children are to learn is not clear enough and as a consequence children make less effective progress.

96. The children's creative development is typical for children of this age. They make satisfactory progress. By the time they are five, many of the children can mix their own colours with paint independently. They make simple models and collage pictures and their observational drawings, for example of a bicycle, are of a very good standard. When they play musical instruments to accompany a favourite song, the children show a good sense of timing for their age. They are starting to sing in tune and know some songs by heart. The teaching of this area of learning is satisfactory. Children are provided with regular opportunities to paint and to sing.

97. Children have good attitudes to learning and enjoy school. They try very hard to emulate the Year 1 pupils but occasionally, when the lesson is too long, their concentration flags.

98. The quality of teaching is good in nearly half the lessons. It is good in the oral parts of lessons and when staff are interacting with children, helping them achieve their set tasks. When teaching the whole class, the teacher skilfully manages in her questioning to cater for all the different ages and abilities. Questions are 'tailor made' for different children to extend their knowledge and thinking. Staff support children effectively when monitoring individuals or groups of children who are working independently. The teacher prepares the lessons conscientiously and ensures the necessary resources are to hand. It is not always clear from the planning what children are to learn from some activities, such as in dance or music, or

how knowledge and understanding are to be built upon. The teacher has very good relationships with the children and manages them well. The teacher and nursery nurse work well as a team. There are sufficient resources overall but some of them are insufficient, unattractive and worn, particularly in the home corner. There are not enough wheeled toys for outdoor use. Some items such as the dressing up clothes are not stored tidily because there is a lack of suitable storage. The teacher keeps good records of the children's progress. Information from these is fed into the school's assessments. The children's files contain much information, which is used effectively to guide the next stage of children's learning.

102. ENGLISH, MATHEMATICS AND SCIENCE

102. English

99. Standards of attainment are well above the national average by the end of Key Stage 1 and very high by the end of Key Stage 2. In the 1999 national tests and teacher assessments for 11 year olds, the percentage of pupils attaining the nationally expected levels and above is very high. Compared to schools with a similar intake it is well above average. The trend over the last three years is one of improvement, particularly this year. In the 1999 tests for seven year olds pupils' attainment is well above average, and is above when compared to similar schools. The school is maintaining the well above average standards of the past years. Teacher assessment has improved this year and accurately forecasts pupils' results. Girls do better than boys, which is the national trend. The school is aware of this from their analysis of the test results and the careful tracking of pupils' progress. The school provides some texts that particularly appeal to boys and plans to look for other ways to raise their attainment in line with girls. The high attainment in English is due to the dedication of the staff, who take every opportunity to promote English throughout the curriculum, and due also to the good planning, the good and often very good teaching, and the successful implementation of the National Literacy Strategy. All pupils make at least good progress in all aspects of English except listening. Progress is satisfactory in listening.

100. By the end of both key stages, pupils' attainment in speaking is well above the national average. It is well above in listening at the end of Key Stage 2 but is in line with national expectations at the end of Key Stage 1. Pupils are encouraged by teachers to speak at length, and staff are skilled at questioning them to prompt further thinking and understanding. Most pupils at the end of Key Stage 1 are articulate and confident when speaking to adults, to each other and the whole class. By the end of Key Stage 2, pupils show maturity in their expression when discussing work, and in their expression of opinions and exploration of ideas. They use a very good level of vocabulary and are highly articulate when replying to questions. Two pupils from Year 6 represented the school in a debating competition for the 'Children's Parliament' and were runners-up; a significant achievement. Pupils who speak English as an additional language are often as competent and as confident as their peers. Pupils with special educational needs make effective contributions to class discussion and make good progress. The use of drama, for example, in religious education and the after school drama club, helps promote fluent speech. Most pupils listen well to their teachers and other pupils, but a minority of pupils in several classes find it difficult to listen for very long. They have the necessary skills but do not always choose to use them.

101. Pupils' attainment in reading is well above average in Key Stage 1 and is very high at the end of Key Stage 2. By the end of Key Stage 1, most pupils have a good knowledge of familiar and frequently used words. They read with fluency and accuracy, and higher attaining pupils with some expression. They use a range of strategies to work out new words. Pupils understand what they read and can retell stories in their own words with a very good degree of detail. Pupils know the roles of author and illustrator. By the end of Key Stage 2, pupils read from an increasingly complex range of texts for pleasure and information, for example, from entries in a school log book and newspapers. They read fluently, accurately and with expression. Most pupils in Year 6 when researching for information use the contents and index pages successfully but lower attaining pupils, and in one instance a very able pupil, do not know the term 'glossary' or how to 'skim' and 'scan' texts quickly for information. Pupils are not familiar with the 'Dewey' classification system for cataloguing books. Pupils effectively use CD-ROMs sometimes to research information and to answer historical questions. Most pupils can explain at length their views when questioned about the texts, and many have a deep understanding of the underlying meaning of what they read. Pupils in Year 6, and higher attaining pupils in other classes, read with ease words such as 'sarcastically' and 'rheumatism'. A Year 4 pupil enjoys and reads fluently Tolkien's 'Lord of the Rings'. Pupils in Year 6 do not usually read 'the classics' or really challenging books when reading individually, despite their obvious ability.

102. Pupils' attainment in writing is well above the national average at the end of both key stages. By the end of Key Stage 1, pupils write at length, coherent and well-structured stories and accounts. Their work is well punctuated with full stops and capital letters. Higher attaining pupils use exclamation and question marks accurately. Pupils form their letters correctly and write in a legible joined style. They have a good knowledge of sound blends and spell commonly occurring words accurately. By the end of Key Stage 2, pupils effectively build on their previous learning to extend the quality and range of their work, writing for a range of audiences and purposes. They write highly imaginative stories and poems and produce accurate accounts of events. They acquire a very good knowledge of grammar, which they apply to their writing. Pupils make good use of a thesaurus and dictionaries, as well as 'spell checkers' in their word processing. Pupils redraft their work but older pupils in Year 6 are restricted in their word processing by the program they use. For example, they are unable to move text to a different place.

103. Pupils of all abilities make good progress in lessons and over time during both key stages. This is largely due to the teachers' successful implementation of the National Literacy Strategy, the extra time and individual support provided for pupils' reading, the good teaching, the support of parents, and the very good opportunities for pupils to read and write in other subjects. The oldest pupils make particularly good progress. Pupils in Key Stage 1 make good progress in learning the early skills for reading and writing through the teachers' ability to present the same ideas and learning in a variety of ways, so that what is being learnt is reinforced at every opportunity. Teachers spend a considerable amount of time hearing pupils read at lunchtime and provide extra reading daily sessions. These initiatives greatly aid pupils' progress. Lower attaining pupils and those with special educational needs make good progress because they are well supported by classroom assistants and parent helpers. These adults ask pertinent questions of pupils and encourage pupils to think through ideas. Lower attaining pupils are often challenged in their writing tasks, for example, in writing a letter in

the style of 'Harry Potter'. Higher attaining pupils are well challenged in the work set. Pupils in Key Stage 2 often make good or very good progress because the teaching makes all pupils think deeply. Pupils, when studying texts, are helped to deepen their understanding of what they read by the teacher's skilful and probing questions and exposition. In Key Stage 2, teachers also spend a lot of extra time at lunchtimes hearing pupils read individually, especially the lower attaining pupils and this together with extra daily reading sessions greatly aids progress. Lower attaining pupils are significantly helped to develop their reading skills in the shared reading sessions. In these sessions, progress is good because the teacher does not miss any opportunity to ensure pupils learn new words, improve their fluency, and promote expression. In the one satisfactory lesson progress was less effective because the teacher did not have high enough expectations of pupils' abilities to listen and attend. Pupils who speak English as an additional language make good progress and some attain above the national expectations for their age.

104. Pupils have good attitudes to English. They are well motivated by the good quality texts and enjoy reading together. Older pupils show a high level of concentration and attention when they take turns reading in small groups and show commitment to their written work. Pupils are enthusiastic in answering questions and like to share their ideas and opinions with each other. Older pupils in particular exhibit a high level of negotiation in discussions with each other. Written work is of a high standard and pupils take pride in it: only the very best will do for many pupils. Pupils are mostly well behaved and attentive but on occasions they do not listen and attend as well as they could. Older pupils appreciate the little target and assessment notes, written by the teacher and stuck in their books. These enable them to assess their own progress against identified targets.

105. The quality of teaching is good in Key Stage 1 and very good overall in Key Stage 2. Teachers prepare their work thoroughly and ensure that what pupils are to learn is clear. Teachers ask searching and demanding questions and give clear instructions, for example, asking 'why newspapers are written in columns'. They present lessons in a lively and motivating way and keep up a brisk pace that helps sustain pupils' interest and concentration. The teacher, in a particularly effective lesson, used the front page of a newspaper as a vehicle for work on changing tenses from the first person to the third which stimulated the pupils. Teachers' recap effectively on what pupils already know and sometimes refer to work previously marked to enable pupils to recall their previous learning. They provide tasks that are challenging. In satisfactory but less effective lessons, teachers 'shush' pupils too frequently, which has little effect after a time. They do not insist on pupils' full attention when listening or when completing set work. Marking is good and informs pupils how to improve their work. The assessment and target notes stuck in older pupils' books are helpful and give pupils good incentives to do better.

106. English is very well managed. The National Literacy Strategy is implemented well. The co-ordinator monitors planning, pupils' work, resources and the quality of the teaching of the literacy lessons. Pupils sometimes have the opportunity to research for information from books in the classroom but the library is under used in lesson time for this purpose.

110. Mathematics

107. The results of the 1999 national tests show that attainment at Key Stage 2 is well above average compared to all schools, and above average compared to similar schools. At Key Stage 1, attainment is well above average compared to all schools, but in line with similar schools. These results represent an improvement over the 1998 results at Key Stage 2 compared to all schools and to similar schools. At Key Stage 1, there was a slight fall from very high compared to all schools and well above average compared to similar schools. This was because, although the proportion of seven year olds pupils reaching Level 2 remained about the same, a much smaller proportion reached the next higher level. At Key Stage 2, there was a substantial increase in the proportion of pupils reaching both the expected and the next higher levels. However, there has been more consistency over time in the Key Stage 1 results, which have remained well above average since 1996, whilst the Key Stage 2 results have moved up or down each year. At both key stages, girls performed better than boys between 1996 and 1998, with a more marked difference at Key Stage 2. This is against the national trend.

108. The inspection evidence confirms the test results, but indicates that this year, there are likely to be more pupils achieving above average levels at Key Stage 1 than there were last year. Higher attaining pupils in Year 2 have a very good understanding of number and order, and they manipulate hundreds, tens and units very confidently. They can apply their understanding to new situations, such as a place-value strategy game, and quickly learn how to extend their knowledge to larger numbers. They also have an above average knowledge of shape and angular measure. Average attaining pupils understand place value within one thousand, while a few lower attaining pupils and those with special educational needs are at the stage of consolidating their understanding of numbers within one hundred. At Key Stage 2, average attaining pupils use and apply large numbers, decimals and fractions, and use a wide mathematical vocabulary competently. They represent and use data in a variety of tables and graphs, and explain their findings, for example when investigating the connection between different body measurements in science. They express proportions of one measurement to another as a fraction and understand percentages. Higher attaining pupils take all these skills a stage further. They apply their mathematical knowledge effectively to new situations, for example when comparing the theoretical probability of an outcome to their experimental results.

109. Pupils make good progress overall in both key stages, but higher attaining pupils do not always make as good progress as average and lower attaining pupils. During Key Stage 1, pupils of all attainment levels get off to a very good start in their understanding of numbers through lively teaching that sets high expectations and challenges them to explain their thinking. Average attaining pupils continue to make good progress in their understanding of number in well-planned numeracy lessons at their level. Below average pupils also make good progress because they receive good support with tasks that are well matched to their attainment. Higher attaining pupils consolidate and practise their skills, but do not always have sufficiently challenging tasks through which to extend and apply them. In Key Stage 2, the tasks that are set for the higher attaining pupils contain more challenge, especially towards the end of the key stage, and this makes the progress very good in some lessons. For

example, they are expected to find their own way of presenting their findings on the comparison between theoretical predictions of outcomes based on probability and their practical results. This makes them think about the mathematics involved and strive towards their own solutions to the problem. Pupils also make good progress in lessons on patterns in number because they are challenged to explain their thinking. In some lessons in Key Stage 2, however, the pace of the mental work and the degree of difficulty of the set tasks do not challenge the higher attaining pupils and they sometimes mark time while the others learn. The scrutiny of work shows that pupils also make at least satisfactory and often good progress in shape, measure and data-handling as well as number during each key stage.

110. Responses in lessons are good overall. In Key Stage 2, they are usually very good. Pupils generally enjoy their mathematics. They are keen to answer questions in the mental sessions, and they listen with interest to the introductions to lessons; get down to their work quickly, and sustain their concentration for long periods of time. Young pupils in the Reception/Year 1 class show genuine fascination with emerging number patterns and really enjoy getting answers right. At the other end of the spectrum, Year 5 and 6 pupils generate a very good working atmosphere during lessons. They enjoy discussing their work, seek help when they need it and share their knowledge and skills willingly. Behaviour is generally good or very good in lessons, but lapses on occasions when the pupils are not skilfully managed. The pupils get on well with each other and enjoy good relationships with members of staff. The pupils develop good personal study habits from reception onwards. They organise themselves well in the classroom, present their work neatly in their books, and show perseverance when tasks are difficult, completing most of the work they are set.

111. The standard of teaching is good overall. It is never less than satisfactory and is often very good. It is good or better in two out of three lessons and very good in one half. A lively introduction with specific questions for each attainment group characterised a good lesson on odd and even numbers in a Key Stage 1 class. These qualities gained the pupils' interest and enthusiasm. In the Year 5 and 6 class, the very good teaching is based on accurate assessments of what the pupils know and what they have had difficulty with. For example, the concept of factors is revised before continuing a stimulating lesson on division. The teachers make very effective use of their good relationships and pupil management skills to keep the lessons going at a quick pace, finding a good balance between whole class, group and individual work. Where lessons are less effective, the teacher spends too much time with the whole class on activities that do not challenge all the pupils. This leads to some restlessness and inappropriate behaviour on the part of a minority of pupils, which slows the progress of the whole class. The teachers have a good knowledge and understanding of the subject and of the new requirements of the numeracy strategy. They take advantage of opportunities to teach, use and apply mathematics in other subjects, for example making time-lines in history and comparing trends in body measurements in science. They provide homework consistently, and involve parents fully through the use of two-way homework diaries to chart the pupils' responses to the set tasks. In the vast majority of lessons, the teachers use the last few minutes very effectively to recap on the main teaching points and give an indication of what might be the next step. An area that could be developed, even in the very good lessons, is the degree of responsibility pupils are given to set their own learning targets and to carry out individual and small group extended real-life investigations.

112. The curriculum is well organised by the co-ordinator, who has successfully disseminated through the school the expertise gained from the numeracy training. Good assessment procedures have been put in place that enable the progress of each individual and year group to be tracked in order to identify and remedy weaknesses. The information includes results from the national tests for seven and eleven year olds and of optional tests that the school carries out in between these. The pupils' records include samples of work that reflect the level they are at. All this information is used effectively, for example in arranging attainment groups in the class, setting work at different levels, and occasionally allowing pupils with higher attainment to work with another class. The information is not consistently used, however, to identify exactly how challenging the targets for the higher attainers could be. The resources for teaching numeracy are satisfactory and are used effectively. For example, the hundred-square with changeable number colours is used to demonstrate odd and even numbers to younger pupils. The school has adopted the National Numeracy Strategy for planning and is sensibly adapting it gradually to form the basis of a scheme of work.

116. Science

113. The results of the 1999 national tests show that attainment in science at the end of Key Stage 2 is average compared to all schools nationally and below average when compared to similar schools. This is a slight improvement on the 1998 results, which were average compared to all schools but well below average compared to similar schools. The trend from 1996 to 1998 was similar to that in English and mathematics, staying above average, but going up in 1997 and down in 1998 compared to the national figures. In 1999, the test results in science were significantly lower than those in English and mathematics. Both the proportion of pupils reaching Level 4, the expected level for 11 year olds, and the proportion reaching Level 5 were in line with the national figures, whereas for English and mathematics they were above or well above. Girls performed better than boys on average from 1996 to 1998, although, in common with mathematics and English, boys out-performed girls in 1998.

114. The teacher assessments at the end of Key Stage 1 indicate that attainment is above average compared to national figures. This is lower than the 1998 figures, which were very high. There are no national figures by which to compare these assessments to those of similar schools. Assessed attainment was very high in all four areas of the subject. Overall, attainment is similar to what it was at the time of the last inspection.

115. The inspection findings confirm the Key Stage 2 test results, and this year's teacher assessments at Key Stage 1. Pupils in Year 2 have a good understanding of the properties of materials. Higher attaining pupils use words like 'transparent' and 'translucent' confidently and can suggest why different materials are suitable for different purposes. Average attaining pupils know less of the vocabulary, but can sort materials according to simple properties such as hardness and strength. In conversations, Year 3 pupils remember the names of the parts of a flower, such as the petal and roots, and describe what their function is, indicating above average knowledge of living things. At Key Stage 2, pupils have a good understanding of the areas of the curriculum they have studied recently. They explain how friction works and can explain in what circumstances it is either useful or a hindrance. In relation to their current

studies of the human body, they know the main parts of the skeleton and what their functions are. In discussion, they demonstrate a good awareness of the basic processes of scientific investigation. When asked how they would investigate a new question, such as which materials are the best conductors of electricity, higher attaining pupils can explain clearly that they would make an electrical circuit and use samples of materials to connect two points within it, indicating average experimental and research skills. However, their vocabulary for discussing material is not as good as would be expected for their age and attainment level, indicating gaps in their studies. For example, they do not know the names of the main gases that make up the air and do not know terms like 'dissolve' and 'solution' to describe what happens when salt or sugar is mixed with water, although they understand what happens. A review of past work confirms that they had done more work on forces and living things than on materials over the course of a year, and may not have visited concepts of 'dissolving,' since Year 4.

116. Pupils make good progress overall, and very good progress in lessons in Year 5 and 6. In Key Stage 1, pupils learn to describe the basic properties of materials and to decide which materials are best suited for which purposes. Conversations with them and looking at work in their books show that they have also made good progress in their knowledge of the living world and simple forces. The school's new policy of teaching the same topic throughout Key Stage 2 has resulted in good progress in knowledge and understanding of the human skeleton throughout. Year 3 and 4 pupils quickly learn the names of the main parts, such as the rib cage, and can say what organs they are designed to protect. Year 4 and 5 pupils learn the common name for many of the bones, the Latin names of some of them and many of their functions. They take the study a stage further by learning to name and describe the different kinds of joints in the body. In Years 5 and 6, the pupils use their knowledge of the skeleton to develop specific investigating skills. They learn to turn the questions they ask about the skeleton into forms that they can investigate, then collect the information they need and draw simple conclusions. They need a lot of support with this task, indicating that working at this level in this area of science is relatively new to them. The rate of progress for pupils of all abilities is mostly good and often very good for the oldest pupils. Occasionally progress is not as quick for the higher attainers because they are not sufficiently challenged in the recording of their work.

117. The pupils' responses are good and often very good. They take a lively interest in all aspects of the subject. Pupils with special educational needs, and those, for example, with behavioural difficulties want to participate in practical tasks. The behaviour in lessons is generally good or very good, but on occasions some pupils become inattentive, forget their manners and begin chattering when the teacher is talking to the class. This happened in one lesson after a very stimulating introduction to the human skeleton, illustrating the need for firm pupil management in some classes. Relationships are good overall, and in some classes, very good. The pupils get on with each other and the staff, and this facilitates relaxed teaching. The pupils attend well when the lessons are interesting and challenging, and sustain their concentration. They demonstrate the capacity to think deeply for themselves when teachers provide opportunities.

118. The standard of teaching is good overall. It is always at least satisfactory and is good or better in three-quarters of lessons and very good in one quarter. Teachers have sufficient knowledge of science to teach the programmes of study, and use this well in some lessons to

target challenging questions at each attainment group. They plan their lessons carefully, preparing the resources beforehand and providing the pupils with useful worksheets to guide their investigations. They allow different attainment groups to record their work in different ways, with higher attaining pupils, for example, being expected to write their own accounts while lower attaining pupils fill in the missing words from sentences. However, the guidance is sometimes too prescriptive for the higher-attaining pupils who are capable of finding their own way of recording. Sometimes activities are too teacher-directed and insufficiently challenging for these pupils, especially when they are not given opportunities to think ideas through thoroughly on their own. Teachers provide good links with literacy. For example, relating the properties of straw, sticks and bricks to the story of the three pigs in Key Stage 1 and discussing the roots of the names of bones in the body such as the humerus or funny-bone in Key Stage 2. They give pupils good opportunities to use and apply their mathematical skills in their recording and interpreting of experimental results. Evidence from the work scrutiny suggests that the teachers provide a range of experiments for the pupils to learn from. For example, investigating friction by measuring the force required to pull a box along different surfaces. The teachers have good relationships with the pupils and manage them well, but in some lessons find themselves having to raise their voices to make themselves heard. They do not always implement the school's code of behaviour.

119. The curriculum is now planned in accordance with government guidelines so that all the pupils will eventually cover all the ground in each attainment target. The school has decided to organise the teaching of the programmes of study around whole key-stage topics. Thus all the pupils in Key Stage 2 have recently studied friction and are currently studying the human body. This has the advantage of raising the profile of each aspect as it is studied and ensures that basic facts and concepts will be taught. The subject has benefited from a recent management review, which has resulted in the new scheme of work and an increase in the amount of teaching time allocated for teaching science. Good use is also now beginning to be made of assessment information to set new learning targets. The level of resources in the school is adequate, but requires updating to meet the needs of the new scheme. In the meantime, teachers make good use of resources, such as skeleton models and samples of materials, from different sources. The school has made some improvements in provision since the last inspection and is well placed to move forward under the new leadership.

123. **OTHER SUBJECTS OR COURSES**

123. **Information technology**

120. Pupils' attainment is below national expectations at the end of Key Stage 2, and broadly in line at Key Stage 1. Pupils in Key Stage 1 generally make satisfactory progress, as do those with special educational needs. Pupils make insufficient progress by the time they are eleven in some elements of information and communication technology. Standards have declined since the last inspection. The school has not developed the aspects of control technology or modelling since the last inspection. Computers are switched on and, although a range of suitable software is mostly available and activities are identified in planning, many computers remain idle.

121. By Year 6, most pupils have satisfactory skills of word processing. Most save, edit and print their work and know how to change the size and font and highlight text. They 'draw' boxes around their work to enhance its presentation and use a 'spell checker' to check for spelling errors. Pupils know how to file their work and bring up a menu, and can do this competently. They use a digital camera to take photographs of the school and its ground and print these out for a class display. Pupils use art packages to produce symmetrical patterns and answer historical questions using a CD-ROM encyclopaedia program proficiently. Many use the mouse competently but too few pupils use the keyboard with appropriate skill. Most pupils draw a bar chart using a simple data-handling package but the majority are unfamiliar with more complicated tasks. They have limited experience in using control technology, for example, in using 'Logo' or in using spreadsheets in their mathematical work. The highest attaining pupils are skilled at accessing programs and using them. They learn and practise skills at home.

122. By the end of Key Stage 1, pupils operate simple programs to consolidate and practise calculations with numbers. They type in words like 'dance', 'jump' and 'pop' to make an animated cartoon perform certain actions. Pupils use the mouse appropriately to drag and click items on the screen when 'building' a car. They program a toy to take a particular route on the floor and have a satisfactory understanding of how control technology helps appliances in the home to work. Pupils can print out their work with support from adults.

123. Pupils' attitudes to information technology are good. They show considerable interest and enjoyment in using computers. Older pupils, particularly, become engrossed in their historical research and are eager to demonstrate how to use the digital camera and print out pictures. Pupils work co-operatively in groups of two or three, negotiating sensibly whose turn it is to use the mouse or keyboard. Pupils are keen to bring in CD-ROMS from home to support their science topic work, but teachers do not always pay enough attention to what pupils are to learn from the program.

124. Little teaching was seen during the inspection. Teachers plan activities for pupils, but some teachers are not clear what they want pupils to learn from the activities. Teachers do not give sufficient instruction or explanation to pupils, and there is an over-reliance upon pupils instructing other pupils. In the few instances seen where teachers intervened to support pupils' learning, these were good. Information and communication technology is not sufficiently effectively used in the literacy and numeracy lessons, but it is sometimes used successfully to support work in other subjects, such as history. In some instances, computers do not have the appropriate software installed. For example, a word processing package in one upper junior class is less sophisticated than that of a younger class. This hinders the progress older pupils make.

125. The school has an adequate range of resources. It has improved its provision of hardware since the last inspection. The school has recently adopted the government guidelines for the subject as a scheme of work but this is yet to be fully implemented and monitored. The two co-ordinators have good plans to develop the subject.

129.

129. Religious education

126. Pupils' attainment at the end of both key stages is in line with the expectations of the locally-agreed syllabus. All pupils, including those with special educational needs and those who speak English as an additional language, make satisfactory progress. Standards are similar to those of the previous inspection. Few lessons were seen and judgements are based on a scrutiny of teachers' planning, pupils' work and assemblies and on discussions with pupils and staff.

127. By the end of Key Stage 1, pupils are familiar with stories from religious sources about people, their lives and the beliefs connected with the teachings of Christianity and Hinduism. For example, they learn about the 'Creation' and stories from the Old and New Testaments such as 'Noah and the Ark' and the parable of 'The Sower'. They learn about how people from different religions celebrate and have festivals at different times of the year, such as harvest and Divali.

128. By the end of Key Stage 2 pupils extend their knowledge and understanding of the worlds' major faiths. Pupils are familiar with the local church and talk with confidence about the special features such as the 'font', 'lectern' and 'pulpit' they have seen on their visits. Pupils know and can recall accurately stories from the Bible, and understand what the Ten Commandments mean. They explore 'rules for life' and consider carefully the meaning of responsibility and care and how others care for them. Pupils know the Lord's Prayer.

129. Pupils' response to the subject is never less than satisfactory and often good. Older pupils enthusiastically describe what they learnt from their dramatised version of the story of 'The Good Samaritan'. They were able to think of, and re-enact, the story in a modern way, which helped them understand the underlying message. Pupils are eager to discuss their work and answer questions in lessons. They work co-operatively when 'brainstorming' ideas about what care and responsibility mean. Most pupils sustain concentration, but on a minority of occasions, pupils become restless and do not concentrate fully on their work when high enough demands are not made of them.

130. The quality of the teaching is satisfactory. Teachers are well prepared and organised. They are skilful in their questioning of pupils to make them think, and they ensure lessons proceed at a brisk pace. They provide good opportunities for pupils to share ideas and opinions with each other and monitor pupils' work effectively. Work for the higher attaining pupils is not sufficiently demanding on occasions and, although good links are made with English, more of the lesson could be devoted to the teaching of religious education. Stories and assemblies are used effectively to reinforce moral values and the relationship between religious beliefs and pupils' own behaviour.

131. The school has responded with great care, sensitivity and compassion to the need for pupils to come to terms with the bereavement of their previous, well-loved and respected headteacher. The written tributes from each class are very moving and have, together with the memorial service, greatly helped pupils come to terms with his death. It is very clear that pupils and staff cherish and also celebrate their memories of him.

132.The co-ordinator is new to the post but has already drawn up an action plan. The scheme of work is new and forms the basis for the school's long and medium term planning. This represents an improvement since the last inspection.

Art

133.Only one lesson in art was observed. The scrutiny of pupils' work in class and on display, and talks with pupils indicate that they make satisfactory progress in each key stage and reach standards that are in line with, and sometimes above, expectations for their age. In the Reception/Year 1 class, pupils get off to a flying start with paint mixing. Even quite young children know how to mix two primary colours to achieve a third colour, explaining exactly what they are doing. Pupils draw, paint, and produce collages and models with confidence and care. The pupils encounter an increasing variety of media, both two dimensional and three dimensional, as they progress through the school. In the early stages of Key Stage 2, they make good progress in observational drawing, using prints of Van Gogh's drawings of hands to guide their own efforts. Some of the resulting drawings are of a high standard and some of the collage work is imaginative, vibrant and colourful. The subject makes a good contribution to the pupils' spiritual development by inspiring them to contemplate the wonders of nature, and also to their cultural development by exposing them to the work of famous artists. Throughout the school, pupils look critically at the work of different artists and attempt to produce work in the same style themselves.

134.Teachers link their art teaching to other subjects whenever possible. The hand-drawings, for example, go alongside the pupils' study of the human skeleton in science, while Roman helmets have been made to make history lessons more interesting. Computers are used to generate symmetrical designs, and links with literacy are made when pupils write about the lives of famous artists. The pupils respond positively to the rich visual environment that the teachers provide, showing a lively interest in the subject. They concentrate on their individual work and enjoy contributing to group compositions. For example, Year 4 and 5 pupils work very hard on individual square designs that will be joined together to form a larger picture in the style of the artist 'Kandinsky.' The larger pieces of art-work on display are rich in texture and colour, and give the pupils who were involved in making them a sense of pride. Pupils greatly benefit from working with pupils from a local High School in the school's art week.

135.Insufficient teaching was seen during the inspection to make a judgement on quality. From the evidence of the teachers' planning, the pupils' work and the standard of display in the classrooms, the provision is at least satisfactory. Lessons are now planned from the National Curriculum programmes of study, and the school is implementing the local education authority's scheme to give the content some structure. This is an improvement since the last inspection. Currently, the co-ordinator has an overview of the planned work and coverage of the programmes of study across the school through meetings and discussions.

Design and technology

136. All pupils make at least satisfactory progress in both key stages, and achieve standards appropriate for their age. Only one lesson in food technology was seen and a non-teaching member of staff in Key Stage 1 effectively taught this. Judgements are based on talking to teachers and pupils, and looking at pupils' work. Standards are not as good as they were at the time of the previous inspection. Less time now is devoted to the teaching of the subject and, although some extra opportunities are provided to undertake work in design and technology, only one major topic is studied each year. This makes it difficult for pupils to build on previously learnt skills. The school plans to increase the number of projects to at least one per term. It is clear that some of the work completed is of a high standard. Little work in clay or textiles was in evidence.

137. Pupils in Years 5 and 6 have a good understanding of the design process and take pride in producing neat two-dimensional plans based on careful measurements for their sand 'buggies'. Their faces light up with enthusiasm when describing how they used drills and saws to make their wood models. They explain confidently how their design took shape; how they modified the model to ensure the wheels stayed on and rotated freely, and what needed improving. The pupils had a clear idea of how to power the model with motors and batteries using elastic bands, which made a successful link to science. They are conscious of the need for accuracy in measurements and the need to evaluate what they made to make further improvements. Younger pupils design masks, using a paper plate as a starting point, and add different features such as ears, hair and three dimensional noses. Pupils consider the materials they need to use and which fastenings will be most effective. Pupils often write how they will make their model and how it could be improved. This makes a good contribution to pupils' attainment in reading and writing.

138. Year 2 pupils excitedly recall their 'ping-pong run' where they designed a model that would allow a ping-pong ball to travel through a maze of obstacles, such as ramps, holes and tubes. Photographs show pupils clearly enjoying themselves testing and making their models, using a variety of card and other materials. Some of the models pupils produce are very ingenious and indicate that, through trial and error, pupils have learnt a lot from the experience. Pupils describe how they choose different ways to make things stick together. They make a range of simple models from construction kits such as 'Lego' and describe thoughtfully what they made. Pupils in Key Stage 1 have regular opportunities to engage in food technology. They discuss ingredients and recognise changes in textures and colours when making gingerbread houses. Measuring and weighing ingredients makes a good link with mathematics.

139. Pupils in both key stages very clearly enjoy their work in design technology. Some older pupils have very accurate memories, which indicates they were motivated by the work undertaken.

140. There is insufficient evidence to make a judgement on teaching. It is clear, however, that the teachers often provide motivating and challenging tasks that allow pupils to explore and investigate different materials. They give them opportunities to choose for themselves how to make models and cards. Occasionally tasks are over-directed by the teacher with little choice given to pupils to design and choose their own materials. On these occasions pupils' opportunities to learn are reduced.

141. The co-ordinator has produced a good action plan, but there is currently no scheme of work. This is the same as at the last inspection. The school intends to adopt the government guidelines for the subject.

145. **Geography**

142. All pupils make satisfactory progress in both key stages, and achieve at least appropriate standards for their age. No lessons were seen during the inspection and judgements are based on discussions with staff and pupils, and a scrutiny of pupils' work, including displays around the school. In Key Stage 2, pupils' knowledge of other countries exceeds their knowledge of maps. The standards and generally good progress have been mostly maintained since the last inspection. The work seen is of above average quality and is very well presented, but not all pupils have a good recall of what they have learnt. Only one major topic a year is studied. Even though pupils have some extra opportunities to develop their geographical understanding, it is difficult for pupils to build upon their skills, for example, in map-making, in a systematic way.

143. Key Stage 1 pupils talk confidently about where they live and the route they take to school each morning. They understand the differences between a pictorial representation and a plan, and can make simple plans of the playground. Pupils learn what a globe is used for and are beginning to understand direction using north, south, east and west. They know that Kenya is in Africa and can compare their homes to those in Africa. Pupils remember the names of the countries that comprise Great Britain.

144. By the end of Key Stage 2, pupils satisfactorily learn to use atlases to locate places and countries as part of their topic work. Some pupils use scale, keys and co-ordinates very competently, but pupils are not so familiar with using ordinance survey maps. Pupils' enthusiastically recall their earlier work on the Caribbean and their work on the European Union. Pupils have studied the different climates of the world and write interesting accounts about surviving in the desert. They are very aware of environmental issues and the effect that deforestation, pollution and global warming has on the world.

145. The pupils have good attitudes to the subject. They display a real interest in places and maps and talk with enthusiasm about most of their work.

146. Teachers provide suitable opportunities for pupils to learn first-hand experience through their local visits and the residential trip. They allow pupils to think carefully about the environment and how it affects them. For example, pupils were very involved in planning and researching how a part of the play area could be transformed into an exciting new area. Teachers plan suitable activities and tasks. Effective links are often made with literacy, for instance, when pupils write interesting letters about saving the rainforest, and in mathematics when pupils collect data.

147. The co-ordinator for geography is new but has already identified areas for development and produced a good action plan. The school currently has no scheme of work, which was identified as a weakness in the last inspection. However, the school plans to adopt the government's guidelines for the subject next term. This will enable the school to plan more effectively to ensure that geographical skills can be built upon from class to class and year to year.

151.

151. **History**

151.

148. Standards attained by pupils at the age of seven are at least average, and by the time they leave the school they are above what would be expected for eleven year olds. The school has continued to maintain the standards in history in Key Stage 2, but not enough evidence was available in Key Stage 1 to confirm above average standards.

149. From their entry into school, pupils develop a sound understanding of time and chronology. Pupils in Year 2 put a range of household objects from the past in order, from the oldest to the most modern. They understand the concept of change, and can identify similarities and differences between past ways of life and today. Pupils in Year 1 begin to appreciate the differences between their lives and those of their grandparents when they were children, and learn how different everyday items, such as a Victorian 'flat' iron, were used in the past.

150. In Key Stage 2, pupils extend their knowledge and understanding of periods in the past successfully, through a range of interesting topics. Pupils studying Britain since the 1930's gain insights into what it was like on VE-day, when they research and interpret information from a selection of newspapers published that day. Pupils gain evidence from the past by 'playing detectives' when looking at pictures of a collection of objects from Victorian schools, and use photographs and copies of documents such as school punishment books to look for clues about the past. Younger pupils in Years 3 and 4 learn how the Romans lived and appreciate the importance of the roads they built.

151. Pupils have positive and often enthusiastic attitudes, particularly the oldest pupils. These pupils show maturity in their response to questions and in their commitment and interest in their work. Pupils enjoy handling artefacts from the past and are keen to answer questions. They work well together and generate a good level of discussion when researching from newspaper articles and guessing what Victorian 'backboards' and 'fingerstocks' were used for. Occasionally younger pupils get over excited when handling artefacts. A minority of pupils in Key Stage 2 find it hard to concentrate, and they lose attention in the question and

answer part of lessons, and when the work set is not sufficiently stimulating.

152. Pupils, including those who speak English as an additional language, make at least satisfactory progress in both key stages. The oldest pupils in the school make very good progress because of the very good teaching. Pupils with special educational needs make good progress because they are well supported by teachers and other adults.

153. The quality of teaching is at least satisfactory in all lessons. It is very good for the oldest pupils. Teachers' planning is satisfactory and tasks are suitably matched to pupils' capabilities. Teachers ask relevant questions to extend and build on pupils' knowledge and understanding. They do not implement the school's code of conduct consistently and this results in teachers wasting time interrupting lessons to gain pupils' full attention. In the very good lesson, the teacher very clearly communicated to the pupils what they were to learn, provided challenging and motivating tasks, and maintained very good discipline in a quiet and positive manner. The teacher supported and monitored pupils' work very effectively and intervened at critical points in the lesson to extend pupils' understanding by skilful questioning. For example, pupils were helped to appreciate that not everyone was celebrating VE-day and that using newspapers as historical evidence may produce conflicting accounts.

154. Teachers provide good opportunities for pupils to handle artefacts, research for information and visit places to promote historical learning.

155. The co-ordinator for the subject is new but has already implemented a realistic and relevant action plan. Long term planning and a scheme of work are now in place and the co-ordinator has started monitoring teachers' planning. This is an improvement since the last inspection.

159. **Music**

156. All pupils make satisfactory progress in each key stage. There was insufficient evidence to judge standards in Key Stage 1, but in Key Stage 2, pupils reach standards in singing that are above expectations for their age. They develop skills in accompanying songs and composing and performing music in line with expectations. There was insufficient evidence to judge progress in listening and appraising. Pupils' who sing in the choir attain high standards and a number of them have been chosen to sing in the county choir.

157. The level of provision for music has remained much the same since the last inspection, with teachers in Key Stage 1 and the lower Key Stage 2 class using taped radio broadcasts as the basis for their lessons. The co-ordinator teaches the top two classes. Although the quality of provision in Key Stage 2 is higher than in Key Stage 1 because of the co-ordinator's musical expertise and direct teaching, all the pupils are able to benefit from this as they progress through the school.

158. The pupils have very positive attitudes to music. Reception/Year 1 pupils enjoy using instruments to accompany familiar songs and they handle the percussion instruments with care. They share and take turns to play instruments co-operatively. In the two lessons observed for pupils in Years 4, 5 and 6, pupils demonstrated good powers of concentration

and an eagerness to succeed. They relate well to one another, take care with the instruments and listen to one another's contributions. Many of the older pupils join the choir and show very good levels of interest and commitment. The experiences of group music making that are provided make a good contribution to the pupils' social development. Many of the older pupils join the choir and show very good levels of interest and commitment.

159. The standard of teaching in Key Stage 2 is good. Insufficient teaching was seen at Key Stage 1 to make a judgement on overall quality. The good teaching is based on the teacher knowing exactly what pupils are to learn and sharing this with the pupils. Excellent relationships and pupil management, combined with the teacher's subject knowledge, ensure that the lessons move clearly towards the intended goal. All the pupils stay together as one group, either to accompany a song or to compose a group composition. This strategy makes sure that all the pupils learn the process, but leads to a fairly slow pace on occasions and limits the scope for the development and expression of individual ideas. However, a wider range of strategies is included in the planning for future lessons, so that on balance, good progress is assured.

160. There is no whole-school scheme of work from which to plan for the gradual development of knowledge, understanding and skills across the school. This was identified in the previous inspection. The radio broadcasts provide for coverage of the National Curriculum in Key Stage 1 and lower Key Stage 2. The co-ordinator has adapted a published scheme to suit the needs of upper Key Stage 2 and is aware of the need to provide a more secure planning framework. The co-ordinator is in the process of evaluating a range of published schemes in search of one that may suit the school's needs. The extra-curricular activities include two recorder groups. The pupils that attend these make good progress, reaching standards above those expected for their age, and in some cases well above. There are sufficient resources for the subject, but they do not include bass instruments, and the range of recorded music available for the pupils to listen to is limited. Music is not often used to provide different atmospheres for assemblies. When it is used, for example to illustrate the lively disposition of the inhabitants of the Bahamas, it is very effective. The curriculum is enhanced for some pupils who learn to play brass and woodwind instruments.

164.

164. **Physical education**

161. Standards attained by pupils, including those who speak English as an additional language, at the ages of seven and eleven are at least average and sometimes above in games. Pupils make satisfactory progress overall in Key Stage 1 and sometimes very good progress in Key Stage 2, particularly in games and gymnastics. Very occasionally progress is unsatisfactory. Pupils with special educational needs attain in line with their capabilities and make good progress. Standards have generally been maintained since the last inspection.

162. By the end of Key Stage 1, pupils have a good awareness of space and perform balances and rolls with reasonable control and precision. They perform movements such as 'bunny and frog hops' competently, and higher attaining pupils do forward rolls with good control and skill. Pupils throw, catch and bat using small balls with satisfactory accuracy and control. Younger pupils in dance respond to music in a controlled and imaginative way.

Pupils build on these skills in Key Stage 2. Pupils in gymnastics hold their balances for a suitable time; build up sequences of movements, and practise and improve their performances. They work with control and sometimes-good precision and poise. Pupils develop a healthy sense of competition through team games, to encourage good handling skills with a range of games equipment. They catch, throw, pass and dodge with increasing skill, and are developing well their proficiency in intercepting passes in small team games.

163.The pupils enjoy their activities and, when challenged in lessons to improve their performance, they rise to the occasion, putting all of their effort into the task. They co-operate very successfully in pairs in gymnastics and in teams in games, and when the teacher's pupil management is effective, their behaviour is good. There are, however, a few pupils whose behaviour is very difficult to predict and manage, and their inappropriate behaviour sometimes disrupts lessons and impedes progress.

164.The standard of teaching ranges from excellent to unsatisfactory. It is good overall, with very good or excellent teaching in more than half the lessons seen. A small amount of teaching is unsatisfactory. The teaching is best in Key Stage 2 for the older pupils. The very good and excellent teaching is characterised by excellent knowledge of the subject, very good class organization, very good management of pupils and use of resources. These lessons proceed at a brisk pace and include plenty of opportunities for the pupils to evaluate their own and other pupils' work. The teachers set very high expectations, both for performance and behaviour, and continually challenge the pupils to improve, giving specific pointers to individuals. In lessons that are unsatisfactory, ineffective pupil management leads to some pupils significantly disrupting the work of others, slowing the progress of the majority. In some satisfactory lessons, this happens to a much lesser extent. Staff effectively support pupils with special educational needs.

165.The subject is effectively co-ordinated around three different schemes of work; one for dance, one for gymnastics and one for games. They are successful in ensuring that all the pupils develop skills in each area, but there are no formal assessment procedures to track the progress of individual pupils or groups. Award schemes are used to give individuals a picture of their prowess in athletics. All teachers have undergone training in the teaching of games and this has had an obvious positive impact, judging by the quality of the planning for games lessons. There is an extensive programme of extra-curricular activities covering games and gymnastics. These are well supported by the pupils. For example, about twenty Key Stage 2 girls attended after-school netball practice and about thirty pupils, including some girls, attended football. The pupils make good progress in these lessons. There is provision for outdoor pursuits through the residential visit to an outdoor study centre, where activities such as canoeing are undertaken. Overall, the subject makes a good contribution to the pupils' personal and social as well as physical development.

169. **Swimming**

166.The inspection of this school included a focussed view of swimming which is reported below.

167.The attainment in swimming at the end of Key Stage 2 is high. All pupils attain the National Curriculum requirement of twenty-five metres and most achieve considerably beyond it. Many pupils attain recognised Amateur Swimming Association awards at different levels. For example, the highest attainers reach the National Challenge Award at Honours level and gain survival awards. Two lessons were observed.

168.By the end of the key stage, nearly half of pupils competently complete widths of the pool using butterfly stroke. Higher attaining pupils do so with considerable expertise and vigour. Pupils swim front crawl and breaststroke using the correct stroke technique, and the highest attaining pupils swim with speed and a high degree of technical skill. When completing a width of the pool, pupils do a tumble turn and continue swimming. Pupils in a lower group tread water for several minutes successfully and practise leg movements for breaststroke well. The four lower attaining pupils swim a width without aids using breaststroke and demonstrating a reasonable technique. Many of the higher attaining pupils benefit from extra swimming sessions as they belong to a local swimming race squad. Pupils are aware of safe practices for swimming in the pool and when engaging in other water activities such as canoeing.

169.Pupils make very good progress because of the very good and excellent teaching. Pupils improve their swimming and techniques for different strokes through practice, by applying what they have learnt from the teachers' demonstrations and coaching, and by using aids such as floats to enable them to keep afloat whilst practising.

170.Pupils are highly motivated and behave in an exemplary manner travelling to the baths, getting changed and in lessons. All pupils, including the lower attaining pupils and pupils with special educational needs, are attentive and listen carefully to instructions. Pupils of all abilities are responsive and enthusiastic and try very hard to do what is asked and to improve their performance. Pupils positively benefit from their swimming lessons and their achievements raise their self-esteem.

171.The quality of teaching is very good and excellent. The teachers have at least very good subject knowledge. They use this to very good effect when making teaching points and giving demonstrations of how to improve a particular stroke. For example, in the excellent lesson the teacher was able to demonstrate exactly how the arm needs to enter the water to enable the body to swim in a straight line when using front crawl. A feature of the teaching is the very good feedback pupils receive on their performances, which enables them to make further progress and refinements to their stroke techniques. Teachers give specific guidance and help individually. They keep the pace of the lessons brisk and ensure that the tasks are well matched to the capabilities of the pupils. They demand and get, high standards, fulfilling the aims of the lesson. Each term pupils are reminded of water and pool safety. The lowest attaining pupils and those who are poor or non-swimmers are taught separately by a qualified swimming instructor in a very small group. This enables them to build up their confidence and swimming technique.

172.Pupils go swimming from Year 3 onwards. All junior pupils have ten half hour swimming lessons a year. This means that pupils are able to build up their skills and confidence over the four years they are in the juniors and results in very few pupils not being

able to swim by 11. There is no extra provision if pupils do not learn to swim in this time.

173. There is a good policy for physical education, which includes relevant reference to swimming. There is a separate scheme of work for swimming. It is based upon nationally recognised award schemes and allows for skills and techniques to be built upon systematically. It appropriately includes teaching water safety. Teachers plan well and have clear ideas of what they want pupils to learn in lessons. Pupils are regularly assessed and awarded certificates for their achievements. Teachers keep good and accurate records of these.

177. PART C: INSPECTION DATA

177. SUMMARY OF INSPECTION EVIDENCE

1.A team of three inspectors carried out the inspection over eleven days.

2.During the period of the inspection:

- Thirty-nine lessons or part lessons were observed.
- Inspectors attended school assemblies and registration periods.
- Samples of pupils' work were examined for each class for the current and previous academic year.
- A comprehensive range of school documentation was inspected, including: the school development plan, teachers' records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents and the school registers.
- In each year group, inspectors listened to a sample of pupils read. Pupils were examined in their information and communication technology knowledge, design and technology and geography.
- Discussions were held with members of staff, governors, pupils, parents and administrative assistant.
- The budget figures and the most recent budget statement were examined

1.A parents' meeting held prior to the inspection was attended by 11 parents at which they expressed their views about the work of the school. The responses to the 66 questionnaires (representing 46 per cent of all questionnaires) completed by parents were taken into account during the inspection.

181. DATA AND INDICATORS

181. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full- time pupils eligible for free school meals
YR – Y6	145	2	17	5

181. Teachers and classes

181. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	5
Number of pupils per qualified teacher:	1.12:1

181. Education support staff (YR- Y6)

Total number of education support staff:	4
Total aggregate hours worked each week:	38.4

Average class size:	28.4
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181.

Financial data

Financial year:	1999
	£
Total Income	239415.00
Total Expenditure	242945.00
Expenditure per pupil	1710.88
Balance brought forward from previous year	11571.00
Balance carried forward to next year	8041.00

181. **PARENTAL SURVEY**

Number of questionnaires sent out: 145
 Number of questionnaires returned: 66

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	48.5	51.5	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	59.1	39.4	1.5	0	0
The school handles complaints from parents well	21.2	56.1	22.7	0	0
The school gives me a clear understanding of what is taught	27.3	60.6	9.1	3.0	0
The school keeps me well informed about my child(ren)'s progress	30.3	50.0	12.1	7.6	0
The school enables my child(ren) to achieve a good standard of work	40.9	47.0	9.1	3.0	0
The school encourages children to get involved in more than just their daily lessons	51.5	39.4	9.1	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	31.8	47.0	16.7	3.0	1.5
The school's values and attitudes have a positive effect on my child(ren)	51.5	33.3	15.2	0	0
The school achieves high standards of good behaviour	47.0	37.9	15.2	0	0
My child(ren) like(s) school	48.5	48.5	1.5	1.5	0

181.