

INSPECTION REPORT

RADBROOK PRIMARY SCHOOL

Shrewsbury

LEA area: Shropshire

Unique reference number: 123448

Headteacher: Mr Gareth Hughes

Reporting inspector: John Messer
15477

Dates of inspection: 8 -12 May 2000

Inspection number: 189245

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	Bank Farm Road Shrewsbury Shropshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Kapella
Date of previous inspection:	23 September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Messer	Registered inspector	Mathematics	What sort of a school is it?
		Art	The school's results and pupils' achievements.
		Design and technology	How well are pupils taught?
		English as an additional language	What should the school do to improve further?
Kenneth Parsons	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			Partnership with parents.
			How well is the school led and managed?
Gill Crew	Team inspector	Under fives	How good are curricular and other opportunities?
		Science	
		Information technology	
		Music	
Bernard Treacy	Team inspector	English	
		History	
		Physical education	
		Religious education	
Heather Moorhead	Team inspector	Geography	
		Special educational needs	
Deborah Zachary	Team inspector	Equal opportunities	

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Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 281 pupils on roll and they are taught in 10 classes. The school opened in 1989 and is larger than most primary schools though slightly smaller than at the time of the last inspection. Around four per cent of pupils are entitled to free school meals, which is below the national average. Children are admitted to the reception class in the academic year in which their fifth birthday falls, either in September, January or after Easter, according to age. Most pupils are from relatively advantaged home backgrounds and a third come from outside the immediate area as a result of parental choice. Children's attainment on entry to the school is broadly average but the full range of ability is represented. Six pupils have statements of special educational need and a further 36 are entered on the school's register of special needs because they need some extra learning support, which is broadly average. Four pupils speak English as an additional language and all are fluent in English. Very few pupils are from ethnic minority backgrounds.

HOW GOOD THE SCHOOL IS

This is a good school that promotes effective learning so that pupils attain high standards. Teaching is good and pupils make good progress. The headteacher and deputy headteacher are newly appointed. The headteacher has already made a positive impact upon the quality of leadership in the school though the management of the curriculum is not yet fully developed. The school provides good value for money.

What the school does well

- Pupils attain high standards in most areas of the curriculum.
- Most of the teaching is good and it is never less than satisfactory.
- Pupils' behaviour is very good.
- The school extends pupils' learning opportunities by providing a wide range of activities in addition to lessons.
- The quality of provision in the reception class is good and provides children with firm foundations for further learning.
- Provision for the arts is good.

What could be improved

- Teachers' expectations of pupils' performance are not always high enough.
- Assessment of pupils' attainment and progress is not sufficient to inform curricular planning, short-term target setting, lesson planning or reporting to parents.
- The skills to be taught in lessons are not always identified with enough precision and pupils are not always aware of learning intentions.
- Senior managers and curriculum co-ordinators do not monitor and evaluate the quality of teaching and learning sufficiently.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in September 1996 significant improvements have been made. All the key issues raised in the last inspection report have been addressed but some have not been fully resolved. The consistency of teaching has improved and all teachers implement the jointly created year group lesson planning, though inconsistencies in the quality of the implementation of the plans remain an issue. At the time of the last inspection, an eighth of the teaching was unsatisfactory and now no teaching is unsatisfactory. The pace of lessons is now satisfactory and most teachers use challenging questioning strategies. The quality of writing at Key Stage 1 has improved, and a greater proportion of pupils attain standards which exceed national expectations of seven year olds. The monitoring role of the headteacher is being developed further. Broad targets have been set for pupils, but greater precision is still required. The high standards reported at the time of the last inspection have been maintained. Whilst National Curriculum tests for eleven year olds have declined steadily since 1996, there is evidence, from this year's teacher assessments and

the quality of work which pupils are currently producing, that this decline has been reversed and that the current test results are likely to show an improvement. Across the school standards, in information technology, physical education and music have improved and history has improved at Key Stage 1. Provision for the under fives has improved, and behaviour is now even better than it was.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	C	E
mathematics	B	B	B	C
science	B	C	B	B

Key

well above average A
 above average B
 average C
 below average D
 well below average E

Most of the under fives are on course to exceed the nationally defined desirable learning outcomes by the time they are five years old in all areas of learning, except physical development, where they meet expectations. By the time they are seven, National Curriculum tests and assessments show that pupils attain standards that are well above average in reading, writing, mathematics and science. The National Curriculum tests for eleven year olds in 1999 indicated that results were not as high as they should be, especially in English. Between 1996 and 1999 the trend in the school's overall performance in the tests for all the core subjects of English, mathematics and science combined, was below the national trend largely due to the decline in standards in English. This indicated a degree of under achievement which the school identified and addressed. The school has set targets for 2000 in English and mathematics of 77% for the proportion of eleven year old pupils expected to attain the national target of Level 4. These targets were set well over a year ago and now appear unrealistically low as there are indications that this year results will be significantly better. Examples of exceptionally good work were seen in art and history.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to learn, keen to succeed and willing to please.
Behaviour, in and out of classrooms	Very good. Pupils are exceptionally courteous, friendly and well behaved.
Personal development and relationships	Good. Pupils form good relationships with one another and with adults. There is greater scope for them to use their initiative and exercise independence.
Attendance	Very good. Pupils enjoy coming to school.

The pupils' positive attitudes and very good behaviour contribute significantly to effective learning. There are opportunities for pupils to exercise responsibility and to show initiative, but these are not as well developed as they might be. Pupils are not sufficiently involved in making decisions about their learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good

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

Teaching in English, mathematics and science is good. Overall 7 per cent of teaching is very good and occasionally excellent; 51 per cent is good and 42 per cent is satisfactory. Teaching is particularly effective where teachers maintain high expectations of pupils' performance, teach skills, knowledge and understanding sequentially and make links between all areas of the curriculum. Teaching is less effective where expectations are too low and where the skills to be taught in a lesson are not clearly defined. Teaching is not always rooted in secure information about what pupils already know and therefore what the next steps in learning should be. The National Literacy Strategy and the National Numeracy Strategy are taught well, though arrangements for teaching the National Literacy Strategy at Key Stage 2 are not as effective as they should be, because the particular setting arrangements currently used do not promote an inter-linked pattern of learning. Pupils with special educational needs receive good support both in class and when withdrawn for individual or small group work. The classroom assistants make a major contribution to the quality of teaching and give good support. The needs of all pupils, including those for whom English is an additional language, benefit from the mostly good teaching which promotes mostly effective learning and good progress. Gifted and talented pupils are not formally identified and do not always receive appropriate challenges and expectations off higher attaining pupils are sometimes too low.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and there is a good emphasis on the arts and physical education.
Provision for pupils with special educational needs	Good. Pupils are supported well and make good progress.
Provision for pupils with English as an additional language	There are very few pupils who have English as an additional language and all are fluent in English and require no particular extra support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for moral and social development is good and for spiritual and cultural development it is satisfactory. There is insufficient emphasis on developing pupils understanding of the multi-cultural nature of the society in which we live.
How well the school cares for its pupils	Sound. The school has a caring ethos and procedures are generally satisfactory.

The school works in close partnership with parents who are strongly supportive. Parents are provided with good information about what their children are learning but annual reports to parents are too generalised. The curriculum meets statutory requirements but little attention is paid to developing pupils' understanding of the rich cultural diversity of our society. The assessment of pupils' attainment and progress is unsatisfactory and procedures need reviewing to give a clear picture of each pupils' development and to guide future planning of the curriculum. The school provides high standards of pastoral care and ensures that pupils feel secure and develop confidence.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound but the headteacher, deputy headteacher and several other key members of staff are newly appointed and have not as yet had sufficient time to make a major impact
How well the governors fulfil their responsibilities	The governing body is very supportive and fulfils its responsibilities satisfactorily.
The school's evaluation of its performance	Good. There are good aspects such as the clear identification of appropriate priorities for development described in the school development plan but the monitoring and evaluation of teaching and learning are unsatisfactory.
The strategic use of resources	Satisfactory. Resources are used well but long-term strategic planning is under-developed.

There is an appropriate number of teaching and support staff to meet the needs of the curriculum. Resources are mostly adequate but there is no well-equipped outdoor play area to promote the physical development of the under fives. There is a very good computer suite. The governing body has prudently accumulated a substantial reserve of money, but long-term strategic plans to use this money to best effect have yet to be developed. The school accounts are all kept meticulously and the principles of best value underpin all spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school • The school helps pupils to become mature and responsible. • Teaching is good. Teachers have high expectations which enable children to make good progress. • Pupils' behaviour is good. • Parents feel confident about approaching the school with questions or problems. 	<ul style="list-style-type: none"> • Around a third of parents who returned questionnaires believe that their children do not get the right amount of homework. • A small minority believe that the school does not provide a sufficient range of activities outside lessons. • A small minority believe that the school does not work closely enough with parents and that they are not kept sufficiently informed of their children's progress.

Inspection findings largely confirm parents' positive views of the school though not all teachers maintain high enough expectations. Inspectors disagree that the amount of homework is inappropriate, although in some classes it could be set more regularly. The range of activities outside lessons, including after school clubs, educational excursions and residential visits is good. The school does provide good opportunities for parents to work in partnership with the school, but the annual reports on pupils' progress are unsatisfactory and need to be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the reception class with achievements that are broadly in line with expectations for their age. They make rapid progress in the reception class and the majority are on course to exceed the nationally defined learning outcomes for five year olds in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and creative development. Attainment in physical development is in line with expectations, but achievement at higher levels is restricted by the lack of appropriate facilities. The youngest children make rapid gains in confidence and, by the time they are five, they have well developed language skills. They speak fluently and talk about their work sensibly. They have a clear understanding of how letters make words and how words can be built to make sentences. They try to be 'good detectives' as they search for clues to decipher unfamiliar words. Most can write their names clearly. They enjoy singing and acting out number songs such as 'The Five Speckled Frogs' and they count accurately to at least twenty. They use the computer with ease and know how to click on icons to open programs. In music they use instruments effectively, as they compose sounds to illustrate feelings, such as sadness and anger. They know the names of colours and how to mix colours, even how to mix different shades of brown when painting teddies. They manipulate tools, such as brushes and pencils, with increasing precision and they run fast in the playground without knocking into others. Their physical development is satisfactory, though they have few opportunities to climb on large apparatus or manoeuvre wheeled vehicles around pathways. They have a good understanding of the world and, when visiting a recycling plant, showed a good awareness of environmental issues as well, as well as an understanding of the geography of the immediate area around the school. The under fives have an acute awareness of the world around them and their learning is highly effective because they are so eager to find out about things and because they are provided with a suitably challenging learning environment.
2. Inspection findings show that by the end of Key Stage 1, pupils' achievements exceed national expectations and pupils attain standards which are better than might be expected of these pupils when set against their prior achievements in reading, writing, mathematics and science. Pupils also attain standards which exceed national expectations and represent good achievement in relation to prior learning in art, history, information technology, music and physical education. Standards in design and technology, geography and religious education are in line with national expectations and pupils' achievements are in line with what might be expected in relation to their prior levels of attainment. Nearly all pupils read fluently and most have well developed research skills both when using reference books and computers. They calculate quickly and many remember number facts with ease though a significant minority still use their fingers before giving the answer to five plus seven, for example. They are beginning to learn their multiplication tables and are gaining confidence in arithmetic. They can see patterns in sequences of numbers and are developing a good grounding in mathematics. They understand why the water in puddles on the playground disappears and which food is healthy and which should be eaten in moderation. They have a good knowledge of a wide range of artists and use this to inspire their own paintings, which are often of high quality. They are learning to compose in music and they sing well in unison.
3. The National Curriculum tests and assessments for seven year olds confirm that pupils make good progress through the course of Key Stage 1 and attain high standards in reading, writing, mathematics and science. Pupils' results in 1999 were well above the national average in reading, writing, mathematics and science when compared with all schools. When compared with schools who have pupils from similar backgrounds standards are above average in writing and mathematics and average in reading and science. Over the past four years, the school has maintained standards in these subjects which have been consistently well above national averages. An analysis of results over the past four years shows that girls perform better than boys in reading and writing, but not to the same degree as nationally, and that boys perform better than girls in mathematics. There was no discernible difference in the performance of boys and girls in the lessons seen.

4. Inspection findings show that by the end of Key Stage 2, pupils attain standards which exceed national expectations in English, mathematics and science. Given the high standards attained by pupils at the end of Key Stage 1, the natural expectation is that, if progress is satisfactory, pupils will attain standards which are well above average by the end of Key Stage 2. The results of the National Curriculum tests for eleven year olds in 1999 showed that this was not the case and results were not as high as they should have been. They were average in English when compared with all schools and above average in mathematics and science. When compared with similar schools, results were well below average in English and just average in mathematics and science.
5. The school was quick to respond to these comparatively poor results at Key Stage 2, and to find possible causes. Test papers were analysed and broad targets set for all Key Stage 2 pupils, which were designed to create an improvement in the school's overall performance. A range of teaching strategies, designed to improve results was also initiated. The quality of work that pupils in Year 6 are now producing, coupled with this year's teacher assessments of pupils' performance, indicate that the school has been largely successful in improving standards. Inspection findings confirm that, by the end of Key Stage 2, pupils attain standards that exceed national expectations. Pupils also attain standards that exceed national expectations and represent sound achievement in relation to prior learning in art, history, information technology, music and physical education. Most pupils in the upper part of Key Stage 2 are now achieving at appropriate levels and are reaching the standards that are expected of them, but higher attaining pupils are not always sufficiently stretched and there is still a measure of underachievement. The quality of learning is satisfactory in Years 3 and 4; progress accelerates and is good in Years 5 and 6. Learning in the lower part of the key stage does not proceed at the pace of learning in the upper part of the key stage. This is largely due to expectations of pupils' performance in the mixed Year 3 /Year 4 classes being geared more towards the needs of the younger pupils, which leads to expectations of the older, Year 4, pupils being too low. Standards in design and technology, geography and religious education are in line with national expectations and pupils' achievements are in line with what might be expected in relation to their prior levels of attainment.
6. Over the past four years the school's overall performance has not kept pace with the steadily improving national trend, largely due to a continuous decline in English results. There is evidence to suggest that this decline has now been arrested and probably reversed. The school has set targets of 77 per cent for the proportion of pupils expected to attain Level 4 in English and mathematics this year, 2000. As 74 per cent attained this level in English in 1999 and 80 per cent in mathematics, it is clear that the school was not setting itself targets which are sufficiently challenging. Inspection evidence indicates that the school may well exceed these modest targets. Pupils' prior attainment implies that this year's test results should be significantly better than the targets suggest. An analysis of results over the past four years shows that girls perform better than boys in English to an even greater extent than nationally; boys perform better than girls in mathematics in line with the national trend and in science the girls' performance is better than that of boys by a greater margin than nationally. The school is aware of these discrepancies and is seeking to resolve them, initially by conducting an investigation into why they occur, especially in English. There was no discernible difference in the performance of boys and girls in the lessons seen.
7. Across the school pupils are eager to learn and rise to challenges set. They learn rapidly in the reception class where expectations are high. Learning continues to be effective and pupils make good progress through Key Stage 1 though the pace varies from class to class. Where learning tasks are inter-linked and connections are made between subjects pupils can see the whole picture more clearly and understanding is consistently consolidated. In a mathematics lesson for Year 1 and Year 2 pupils on shapes, for example, great emphasis was placed on describing the positions of the shapes accurately and the need for using precise language was highlighted. This motivated pupils and showed them the need to find the precise words to describe positions and shapes.
8. By the time they leave school at the age of eleven pupils have developed a wide range of skills

associated with literacy. They write at some length both imaginative and factual accounts using a legible joined script and mostly accurate spelling. They use the skills developed in literacy well across different areas of the curriculum, such as writing imaginative accounts of times past in history and recording results of investigations in science. They have few opportunities to use their skills of research in conducting investigations independently as most tasks are too teacher directed and learning is constrained. Pupils develop high levels of competency in numeracy. They use their ability well to measure accurately when making wheeled vehicles in design and technology and when recording weather data in geography though opportunities to apply their skills in other subjects are not planned systematically. There are too many instances where the teaching of skills is unrelated to real life situations and the reasons for learning skills and their possible applications are not made explicit. In such situations opportunities are missed to give greater purpose to learning.

Pupils' attitudes, values and personal development

9. The pupils are a particularly polite and well-behaved group of young people. They have positive attitudes to school and their relationships with both adults and with other pupils are good. They enjoy school. Pupils arrive in a cheerful manner. They go quickly and willingly to their classrooms at the start of the day. Even the children under the age of five are confident in leaving their parents, and come into school without fuss. This is a reflection of the supportive and caring attitude of staff in the school.
10. The pupils are keen to get on with their work and respond well to all the school provides for them. In the majority of lessons, they display a positive and enthusiastic involvement. Even in less interesting lessons, teachers are able to maintain pupils' attention. Pupils are keen to contribute to whole class discussions. When called upon to work together in groups, they co-operate well. They take turns and listen to each other's ideas. When working on their own, they persevere with their tasks even when the teacher is engaged elsewhere in the room. For the majority of pupils their positive attitudes provide a solid foundation to enable them to learn. Pupils of all abilities put forward ideas and points of view with appropriate confidence in lessons and approach written and practical work positively. Completed work is often discussed and shared with the teacher and other pupils. Opportunities to let pupils take more responsibility for their own learning are sometimes missed. The school has piloted a scheme in Year 6 to set personal targets in conjunction with the pupils themselves, and there is potential to consolidate and expand this approach. Pupils with learning difficulties have positive attitudes to learning and respond well when praised by class teachers and support staff. The very few pupils with English as an additional language respond well to their work and are motivated to learn.
11. Pupils behave very well, in classrooms and around the school. During lessons they are polite and treat each other, and adults, with respect. Movement around the school is orderly. There is a happy atmosphere during break and lunch times. Behaviour in the playground is very good, helped by the space provided by the large field area available for games. No incidents of bullying or other oppressive behaviour were seen during the inspection and it is a rare occurrence in the school. There have been no exclusions. Virtually all parents agree that behaviour in the school is good. Pupils use the school facilities with care, for example, whilst working on computers during a wet playtime. There is no evidence of litter and no vandalism. Pupils are trustworthy. They show an awareness of those around them and are polite to each other and to adults. There is no racial harassment and the few pupils from different ethnic backgrounds, including those very few who speak English as a second language, are fully involved in the life of the school.
12. The personal development of pupils is good. Children under five share toys and equipment well. They are happy to explain what they are doing, have a developing sense of independence and are prepared to try new things. They are able to tidy away their own work and treat equipment with respect. Pupils help with the day to day management of the school in a number of ways, for example, taking registers to the office, litter picking on the field, and ringing the bell for the end of playtimes. They are very polite to each other and to adults. Year 6 pupils are involved in the setting of their own personal targets for improvement. From an early age, children take responsibility for keeping their own reading diaries. Pupils demonstrate good social skills, with an

appropriate awareness of the achievements of others, for example, listening to each other's work in plenary sessions. Their understanding of the impact of their words and actions towards others is good for their age. Pupils with special educational needs are integrated well in classes and work well with other pupils, for instance, in small group work.

13. Pupils' relationships with their peers and with adults are good, a result of the considerable effort staff devote to this area of children's development. All staff provide positive role models and pupils generally reflect the respect they are shown. They work well together in groups and all contributions are welcomed and valued at whatever level. Pupils share resources amicably, for example, working with construction kits to design a model siege tower.
14. The attendance by pupils at the school is very good, with the number of reported absences well below the national average for a school of this type. Within these figures, holidays in term time represent a significant proportion of absences. The level of recorded unauthorised absences is very low, a reflection of the efficient way the school approaches parents to supply reasons for absence. There are no specific groups of pupils with poor records of attendance. Most pupils arrive at school on time, allowing an efficient start to the school day.
15. The standards reported at the time of the last inspection are similar to those which currently exist, with behaviour and the level of absences having improved slightly.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching observed is mostly good, and it is never less than satisfactory. Teaching of the under fives is consistently good. A fifth of the teaching in Key Stage 1 is very good and occasionally excellent. Teaching in Key Stage 2 is mostly good and it is better in Years 5 and 6 than in Years 3 and 4. In both key stages teaching is good in English, mathematics, science, art, history, information technology, music and physical education; it is satisfactory in design and technology, geography and religious education. The quality of teaching is better than at the time of the last inspection.
17. Excellent teaching was seen in an art lesson in the reception class. The pupils were engaged in drawing their teddies. They were introduced to a range of sketching pencils and the degrees of hardness or softness was explained. The pupils experimented on scraps of paper and the teacher drew their attention to the darker lines made by the softer pencils and the crisper lines made by the harder pencils. Pupils were shown how to use different parts of the pencil to achieve different effects and how to smudge the soft pencil marks to create a soft, shadowy effect. The teacher explained how to look at the object being drawn and encouraged the pupils to feel around the edge of the bears whilst explaining that this would form the outline shape of their drawings. Together they considered the distances from the top of the head to the nose, the position of the ears and the proportions of the bears. They discussed the shape of the eyes and nose, using appropriate language drawn from their experiences of describing position and shape in mathematics. They considered how to draw the fur to make it look soft and experimented on their scrap paper. Having solved this problem satisfactorily they were required to consider the size and quality of paper which would best suit the task. The teacher demonstrated how to draw an outline shape to fit the paper. The pupils discussed arranging their still life models in various positions using book stands to prop them up. They then commenced drawing and concentrated extremely hard for a long time before producing excellent results. In this lesson specific skills were taught with precision according to clearly defined learning intentions. High expectations of pupils' performance were maintained. Pupils were encouraged to discuss and overcome potential problems. They were carefully guided but had many opportunities to make choices. Language skills were developed well as a result of the teacher's skilful questioning. The quality of learning was of a high order. The pupils were encouraged to adopt a very serious approach to their work. The high quality of the finished drawings was a direct result of the excellent teaching. Teaching of a similar quality was seen in English, mathematics, science and history in Key Stage 1.
18. Teaching is less effective where teachers plan what they intend that the pupils will do in a lesson, rather than which skills are to be taught. In an art lesson for younger pupils in Key Stage 2, for

example, pupils were provided with computer generated outlines based on photographs taken on a field study visit. They were required to colour in the outlines with water colours. They consolidated their skill of using water colours, but no new skills were taught, and many were unsure about what colours to use to make green. Opportunities for enhancing pupils' skills were missed and the pace and quality of learning was mediocre. In a minority of lessons, expectations of the pupils' performance, especially in the mixed Year 3 / Year 4 classes, are too low. This is largely because the standard which pupils are expected to meet is more appropriate to Year 3 than to the pupils in Year 4. Where teachers fail to give any reason for the tasks they set pupils' learning lacks purpose. In a lesson on the relationship between addition and subtraction, for example, no reason was given as to how knowledge of this relationship might be of use in the real world. It was just an exercise with no particular relevance or rationale. Where teachers share learning objectives with pupils and give examples of the application of skills in meaningful situations, learning becomes more purposeful. When studying the form of a poem by Spike Milligan, for example, the pupils were aware from the start that they were going to use a similar form to write their own poems and, when converting miles per hour into kilometres per hour, the need to use such conversions when travelling on the continent was made explicit.

19. Teachers plan their lessons together, and this helps to maintain continuity between classes. The planning is thorough and helps to generate continuity in learning. There are, however, inconsistencies in the in the interpretation and use of the jointly devised plans. In one class the plan is followed carefully and results in very good teaching whilst in a parallel class the same plan is followed but the quality of teaching is just satisfactory. Where a plan is written and taught by one particular teacher, teaching is better than when a teacher is following a plan devised by a colleague. In some lessons the plans used are inappropriate as in one lesson in Key Stage 2 where the plan devised for the top set in mathematics was also used for the second set without any adjustment except that homework was set for the former but not the latter.
20. Literacy lessons are taught well in Key Stage 1 where there is appropriate emphasis on the teaching of reading in a balanced way so that pupils develop a good understanding of phonics whilst also developing a good knowledge of words recognised on sight. They are encouraged to be good detectives when using clues from pictures or the context to work out the meaning of unfamiliar words. The lessons seen in Key Stage 2 were good, but the school's organisation of the literacy hour involves separating the different elements of literacy, which results in a disjointed approach and a lack of cohesion in learning. Setting for most lessons in Key Stage 2 each week is effective in helping to promote appropriate activities for the pupils' widely varying stages of development, but the system has not been fully developed to ensure consistently effective learning.
21. Numeracy is taught well in most classes. There is an appropriate emphasis on developing the quick recall of number facts and there are good teaching techniques for developing sharp responses to number questions. Several teachers lack confidence in the subject and their knowledge of facts and understanding of mathematical processes are not always secure. Teachers use the correct mathematical vocabulary and use good questioning strategies to check on pupils' understanding. In a minority of lessons the teacher did not leave enough time at the end of the session to highlight the key facts and ideas which pupils had learned during the course of the lesson.
22. Homework is not set consistently. In some sets in mathematics in Key Stage 2, for example, it features in teachers' planning and is set regularly, while in others the teachers set homework irregularly.
23. Throughout the school pupils' learning is enhanced significantly by their positive attitudes and very good behaviour. They show great interest in their work and often sustain concentration for long periods. Teachers engender a serious approach to work and pupils are keen to succeed. Teachers do not always share lesson plans with pupils who are sometimes left in the dark about the purpose of the tasks set, how well they have done or what they should do to improve their performance. Relationships between pupils and teachers are good and pupils are eager to please. Control is good and discipline is rarely an issue though several teachers have developed the habit of punctuating entire lessons with the term 'Shush' which, as it has become just a background irritant, is ignored by the pupils. Time is used well and most lessons progress at an

appropriate pace.

24. Learning support staff make a good contribution to the quality of teaching, especially in supporting pupils who need extra help. They have received adequate training and work in close association with teachers though they do not participate in planning. Pupils with special educational needs are taught well, either by being provided with appropriate tasks matched to their levels of development during the course of a lesson, by being provided with extra adult support in class or by being withdrawn in groups or on an individual basis for extra assistance. This good support enables them to learn effectively and make good progress.
25. Teachers assess pupils' work satisfactorily on a daily basis but the marking of pupils' work is inconsistent. In a minority of classes work is marked with helpful comments that show pupils how they might improve their work but this is not always the case. Assessment records and the longer term assessment of pupils' attainment and progress are unsatisfactory. This means that, whilst teachers' daily lesson plans are thorough and often detailed, they are not always based on what pupils have already learned and what the next steps in learning should be. This means that pupils' learning is not always well matched to their specific needs. The school does not formally identify gifted or talented pupils and teachers' plans do not indicate how work will be adjusted to meet their specific needs. As a result they are not always provided with sufficient challenge to meet their learning needs.

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

26. The quality and range of learning opportunities is good. All required subjects are taught, and statutory requirements are being met in all subjects, including religious education. The curriculum for pupils under five provides good learning opportunities in all the required areas of learning as set out in the nationally defined desirable learning outcomes for pupils of this age. As at the time of the last inspection, the curriculum across the school is based on a blend of work around themes integrated within topics on a two-year cycle, and separate subject teaching. Although some subjects are taught in blocks and do not feature on timetables each week, sufficient time is allocated to all aspects of the curriculum which helps to promote good understanding in all subjects and high standards of attainment. Sex education is taught when appropriate and is frequently linked to science or personal and social education. The literacy strategy is in place throughout the school and the effectiveness of the current arrangements is satisfactory. However, the organisation of groupings in Key Stage 2 could be improved to provide more consistency and greater opportunity for good learning opportunities. The strategy for numeracy is firmly in place across the school. It follows national guidance and is based on a well-established scheme of work enhanced by sessions of mental mathematics. There is no systematically planned opportunities for pupils to apply the skills developed in numeracy sessions in other subjects. The time allocated to literacy and numeracy lessons takes up a large proportion of the time available daily. However, the school has maintained a high priority on developing pupils' creativity through activities in these sessions, as well as a rich variety of activities within other subjects of the planned curriculum and opportunities outside lessons.
27. The provision for pupils with special educational needs is good. Pupils are identified at an early stage, and receive additional support in the form of tasks matched to their ability, support from non-teaching assistants and individual education plans with specific targets, especially English. The additional resources, to support the learning of pupils with special educational needs or those with lower ability, are good. Many pupils have extra reading sessions, especially those identified as requiring additional support to move them onto the next level of attainment. All pupils have equal access to all aspects of the curriculum. However, whilst the provision of individual learning plans is good for those pupils identified with special educational needs, the school does not currently provide specific learning programs with individual targets for the highest attaining pupils. As a result, these pupils do not consistently meet the standards they are capable of achieving. No pupils are barred from activities; for example, the residential activities, for any reason. All pupils have the opportunity to attend the many clubs and teams that the school organises, at some time during their school career.

28. As well as the subjects of the National Curriculum, the school also makes good provision for personal and social education for all pupils. Some formal lessons for particular aspects, such as drugs awareness, are taught when appropriate. These lessons make good use of outside agencies and published schemes to enhance pupils' understanding. There are regular opportunities used to further pupils' personal development and develop their understanding of social and moral issues within lessons and assemblies. A strong value is placed on this aspect of the curriculum and opportunities are used effectively for promoting pupils' consideration of the needs and perspectives of other people. The school pays good attention to what is provided outside the statutory curriculum and carefully considers what to provide and whether it meets the needs of the pupils, for example, in the provision of a silent reading period throughout the school.
29. The extra-curricular activities that are provided are good. There are many clubs, including art, music, drama, sport and computer clubs after school and pupils are given the opportunity to use the music room and computer suite to practise or extend their skills during lunchtimes. The school also has teams which play netball and football matches against other schools. Each class has a visit each term that is connected to the topic they are studying, for example in the local area for geography or history, or further afield to museums or centres of interest. The school makes very good use of the local environment and visitors are also invited into the school to share their expertise thus enhancing pupils' learning. These experiences have a positive impact on pupils' understanding of the topics they are studying.
30. Links with the local community make a good contribution to pupils' learning. These include close links with local shops and community facilities. A spring fair, held by the school, includes opportunities for local organisations and dignitaries, for example the town crier, to contribute together for the benefit of the pupils. The involvement of children in providing stalls or activities for the fair contributes to their personal development and encourages them to understand the importance of working together. Pupils are involved in raising funds for charitable organisations, sometimes chosen by the pupils. There are good links with other educational institutions. Local playgroups and nurseries are among the organisations that the school liaises with on a regular basis. Other primary schools and comprehensive schools in the locality are also met with frequently for discussions of mutual interest and concern. Some joint staff training events are planned. Other links include regular school team matches for football and netball. These are a focus for promoting personal and social development, team spirit and whole-school enjoyment.
31. Pupils' spiritual development is provided for appropriately through assemblies as well as in lessons such as art, music, science and in the study of literature. These provide effective opportunities for pupils to reflect on matters that go beyond their everyday lives and to gain a sense of awe and wonder at some of the wonderful things in life. Statutory requirements for a daily act of collective worship are met.
32. Good provision is made for pupils' moral development. Pupils learn to tell right from wrong in particular lessons, for example, through discussions, as well as in assemblies, in the general life of the school and in the examples set by staff in the course of a day. The school has an agreed code of conduct that the pupils follow diligently. The provision for social development is good. Pupils of all ages were seen working independently and also co-operatively and collaboratively in pairs or groups when appropriate. Throughout the school, pupils relate to each other well; they work together sharing ideas on the computers, play together in team games in lessons and mix well at break and lunch times. Pupils of differing ages and abilities also support each other's learning in a paired reading session. Pupils, from the youngest to the oldest, are regularly encouraged to take responsibility in classes. Opportunities range from class responsibilities such as returning dinner numbers to the kitchen, to running a stall at the spring fair.
33. Pupils have a good awareness of local culture through lessons and from visits in the locality to places of interest and visitors to the school. These opportunities develop pupils' knowledge of their own heritage well. The school has also begun to raise pupils' awareness of Britain as a multi-cultural society, linked with the study of art, music and literature. However, there are insufficient planned opportunities for pupils to understand the richness and diversity of cultures and to learn that, in appreciating other cultures, they can enrich their own experiences.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school has a strong sense of community and within this the staff have created an emotionally secure environment. Pupils feel respected, secure and valued as individuals. Staff are caring and supportive, providing both personal and academic help when pupils need it.
35. There are satisfactory procedures for ensuring the care and welfare of pupils. Appropriate steps have been taken to ensure that the school provides a safe environment, with regular risk assessments carried out. The required routine safety tests and procedures are in place. Safe practice was seen in the majority of lessons observed during the inspection. Practice in a couple of design and technology lessons was not secure, involving pupils cutting wood in unsafe ways.
36. The staff are aware of their responsibilities under local child protection guidelines, there are appropriate procedures and links with social services and the school has necessary monitoring and recording procedures in place. The promotion of regular attendance has been good, with procedures in place to ensure that parents are aware of the importance of children coming to school on a regular basis. The computerised registers of attendance are completed properly. Routine monitoring of non-attendance and lateness is good, with further steps taken as needed to contact parents.
37. The school's measures to encourage discipline and good behaviour are sound. There is much good practice by individual teachers, but the school's policy is a very limited document that does not provide an overall cohesion to their work. Similarly, the school's approach to bullying is not sufficiently detailed in this policy and could leave teachers without a secure framework to work within. A whole school approach has not been fully developed. The consistently high standards of behaviour reflect the values pupils bring with them from home and the good start they receive in the reception class. The lunchtime supervisors contribute well to the school's behaviour management.
38. The school's assessment procedures and their use to guide curricular planning are unsatisfactory. The assessment of pupils' achievements when they first enter the school in the reception class is good, covering both their academic and personal progress. This information is used to guide lesson planning. Further up the school there is a range of assessment procedures in place in English, there are some in maths, but elsewhere in the curriculum, assessment opportunities are limited. Although targets are set for pupil achievement at the end of Key Stage 2, this data is not used sufficiently to help teachers plan to overcome problems. However, in Year 6 there has been some target setting which has involved a careful review of individual pupil's progress and identification of what pupils need to do to improve. Detailed analysis of national test results is undertaken, and the data is used to identify problems, such as the relatively poor results in writing at Key Stage 2. Assessment data is not recorded systematically and subsequently used to guide short-term curricular planning. The results of teaching a class for a period of time are not always reviewed methodically to identify pupils' degree of learning and the resultant attainments which have been achieved and the degree of progress that has been made. This information is not clearly recorded in order to adapt further lesson plans to meet the pupils' specific needs. Some teachers are keeping good records on individual pupils, and all teachers know their pupils well as individuals but there is no whole school assessment system in place which clearly tracks pupils' progress and identifies the next steps in learning. There is little formal monitoring of pupils' personal development, although teachers do know the children well as individuals and are able to provide support when needed. The school has effective procedures to identify pupils with special educational needs and carefully monitors their progress through regular reviews. There are no formal procedures to identify gifted and talented pupils. Higher attaining pupils do not, therefore, always receive learning opportunities which are sufficiently matched to their individual needs.
39. The school makes good provision for pupils with special educational needs. Procedures for identifying children with special educational needs are applied promptly. Action plans and individual education plans are well designed with a good level of detail and precise and well focused targets, which help teachers in planning specific work for the pupils, and is a good

improvement since the previous inspection. Reviews of these plans and the annual reviews of statements of special educational need are appropriately undertaken. All pupils have full access to the curriculum.

40. The provision outlined on statements of special educational need is fully implemented. Liaison exists with the necessary external agencies. Effective procedures are operating to identify and place pupils on the special educational needs register and the school fully complies with the nationally defined code of practice for pupils with special educational needs. Support is well organised to meet the range of needs and classroom assistants provide effective support to ensure good progress.
41. The standard of the school's provision for pupils' welfare is satisfactory and similar to the standard reported at the time of the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents generally hold a positive view of the school. They think it is well led and that teaching is good. Children are seen to like school, and to behave well. Parents think the school helps their children to become mature and responsible, and they themselves feel comfortable about approaching the school with questions or a problem. A minority would like to see the school working more closely with parents and the provision of a wider range of activities outside lessons. Some are dissatisfied with the amount of homework provided, although opinions seem to be divided as to whether more or less is needed. Inspection findings show that there is a good range of activities outside lessons but that homework is not set consistently.
43. Parents are provided with a range of information about the school, most of which is of good quality. There are two formal parents' evenings and an open afternoon a year for parents to meet teachers to discuss their children's work. The school provides good information to parents on the curriculum and how they can help their children at home. However, the written reports on pupils' progress are unsatisfactory. The school uses a computer 'wordbank' system to help teachers select from a list the appropriate phrases to describe a particular pupil. The result is often reports that are very similar to each other and which do not accurately describe the individual child's attainment, progress and targets for further learning. The hand-written section in the report is often more personal to the pupil and is satisfactory.
44. The links parents have with the school are good. Most parents assist their children's learning through their support for homework. Parents of pupils with special educational needs are involved well in the reviews of progress. The vast majority of parents have signed the home school agreement, with some benefit to the school in terms of attendance issues. A number of parents help in school on a voluntary basis, whilst others assist with school visits. The Home-School Association organises good social and fundraising events.
45. The quality of the school's partnership with parents is similar to the quality reported at the time of the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The school has seen a number of major changes to its management team since the last inspection, with both the headteacher and deputy headteacher having been appointed recently. This period of change has been well managed and continuity in teaching and learning has been maintained. Overall the leadership and management of the school are satisfactory, and the standard has been maintained since the last inspection of the school. The new management team share a clear vision for improvement but have not had time to make a significant impact upon the educational direction of the school.
47. The headteacher has clear ideas on the direction the school should develop, based on a good analysis of educational priorities. He has made a good start in sharing proposals with governors and staff and securing their support, but inevitably new initiatives take time to develop. The role

of the deputy headteacher in the overall management of the school is being established but he has not as yet had much opportunity to assist with the monitoring and evaluation of teaching and learning in order to identify areas for development.

48. The school's aims do not focus with sufficient clarity on the school's commitment to improve standards and achieve high quality teaching and learning. The school is successful in striving to meet the high expectations of personal development expressed in its current aims but the pursuit of academic excellence is not made explicit. The school is committed to good relationships and equality of opportunity in its work. The parents and pupils are proud of their school and share its commitment to succeed. Much is done to provide a calm stable environment and to encourage the retention of a broad curriculum in the face of the pressures created by national initiatives. The arts are particularly valued and supported in line with the school's philosophy to provide pupils with a well balanced education.
49. Curriculum co-ordinators work hard to promote and develop their subjects and have made a significant contribution to the progress of the school. The early years co-ordinator has ensured that pupils get a good start to their formal education. At both key stages, the school has successfully managed significant new initiatives. The National Literacy Strategy and the National Numeracy Strategy have been introduced successfully. Despite this, the school has not maintained an improvement in standards of writing as measured by National Curriculum tests. Many of the good elements of the school reported at the time of the last inspection have been maintained. The headteacher and key staff have succeeded in sustaining high standards in most subjects and in promoting effective teaching and learning. Standards of staff morale and motivation have been maintained successfully during a period of significant change and development. The roles and responsibilities of subject co-ordinators are clearly defined but opportunities for them to gain a clear insight into the quality of teaching and learning in their subjects throughout the school are very limited. They inspect work produced but procedures to conduct a systematic evaluation of the effectiveness of teaching and learning in order to identify clearly areas for development are not in place.
50. The governing body provides sound support for the school. It has been developing a greater understanding of how to fulfil its responsibilities effectively. Governors work well together as a team and are committed to helping the school move forward. They have been effective in meeting statutory requirements. The school has been successful in addressing the main key issues which were identified at the time of the last inspection. Teaching standards have been more uniform, target setting has been addressed, and the use of questions and the pace of lessons has been improved. Writing at Key Stage 1 has improved. The monitoring and evaluation of teaching and learning have been started but are not yet fully developed. Governors visit the school regularly, which helps them to gain a good insight into how it functions, but their role as "critical friend" is not fully developed. They rely heavily on the headteacher to provide guidance on the future direction of the school and to provide them with an analysis of its strengths and weaknesses. The current good relationship between the headteacher and the governing body provides a solid foundation on which to develop their roles. A number of governors help in school and this enables them to develop a deeper understanding of its work.
51. Monitoring of the school's performance is sound. The school conducts detailed analyses of its test results. The headteacher has completed a number of reviews of the performance of individual teachers, after which written feedback has been supplied. Considerable work has taken place in English and mathematics to set broad targets for National Curriculum tests. These have not been developed to produce short-term individual targets for pupils. The school and governing body have set up appropriate structures to ensure that the needs of the pupils with special educational needs are met. Induction procedures are in place for new teachers, and the school's approach to shared lesson planning within year groups supports new members of staff. Experienced members of staff support new teachers and act as good role models for them. The appraisal system for existing staff had been allowed to lapse but is in the process of being reviewed to meet the new statutory requirements from September 2000. Staff development and training are linked to the needs of the school as expressed in the school development plan.

52. The school development plan is a comprehensive document which includes statements that indicate a clear commitment to improving standards, especially in literacy and numeracy. The school development plan has a three year cycle over which all subjects are addressed in turn. It includes details of the staff involved in managing specific initiatives, in-service training implications, costs of developments and success criteria. It is clearly produced and gives a good picture of how the school intends to manage a wide range of appropriate developments. The success criteria indicate how the initiatives will be evaluated but not in terms of the impact of initiatives on standards attained. Developments in geography, for example, in the current school development plan will be monitored and evaluated by the headteacher, the co-ordinator and by an appropriate governor. However, the success criteria refer to the successful implementation of the strategy but not how its success, in terms of raising standards, will be assessed.
53. The school's targets for the proportion of pupils who will attain the national target of Level 4 in this year's National Curriculum tests for eleven year olds were set well over a year ago and are not sufficiently challenging. The school's clear commitment to improving standards is not fully reflected in its targets.
54. Educational priorities are supported well by the school's financial planning, in which governors play an appropriate part. The budget is linked to the school development plan and projects are carefully costed. The school has, over a period of years, accumulated a substantial financial reserve fund from its delegated budget. This prudent husbandry of finances has enabled the school to bear the risk of extended staff absences itself, rather than pay for insurance. In the current year the governors have decided to spend a significant proportion of its reserves to maintain educational provision in the school. The long term strategy as to how these funds are to be used is unclear. Long-term sickness can be very expensive and the policy not to pay insurance needs to be reviewed against falling reserve balances. The school manages its finances very well on a day-to-day basis. The school secretary maintains all school accounts meticulously, office procedures run smoothly and information technology is used effectively. Teachers are not unnecessarily involved in administrative duties which interfere with their work in the classroom. All school fund accounts are properly kept and audited annually and the recommendations of the last external audit have been implemented. Specific grants are used for their intended purposes. The school has good systems to ensure that best value principles are applied in purchasing decisions. Proper competitive tendering arrangements are made for major works and services. The governors are provided with regular, clear information which helps them to monitor the budget effectively
55. The number, qualifications and experience of teachers and support staff match the needs of the curriculum well. All teachers are appropriately qualified, and at Key Stage 1, class sizes are relatively small. There are sufficient support staff who are increasingly skilled and form an important part of the team. They provide pupils with special educational needs and others who need some extra help with an appropriate level of support. The school accommodation is sound and allows the full curriculum to be taught effectively. The hall is big enough to allow physical education and drama to be taught effectively, whilst the practical areas assist the effective teaching of subjects such as art and design technology. There is a large field, although playground space is currently cramped for the number of pupils, but plans are in place to remedy this. The school is appropriately resourced in most subjects. The new computer room provides good provision for information technology but software in some classrooms is dated. There is a small music room where a good range of instruments is kept. Provision for the under fives is also good, with the exception that there is no dedicated area for outside play and there is a lack of large apparatus and wheeled vehicles to promote physical development. The school library is small, with a restricted range of books, and its use to encourage research skills is limited.
56. Taking into consideration the broadly average income which the school receives, the good standards which pupils attain, the good quality of teaching and the positive ethos which is rooted in a commitment to improve standards further, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to improve standards further the headteacher, staff and governors should:

- (1) improve the consistency and effectiveness of teaching by:
 - raising expectations of the pupils' performance, especially of higher attaining pupils and pupils in Year4;
 - clearly identifying the skills, knowledge and understanding to be taught in each lesson;
 - developing a system which will clearly evaluate the effectiveness of teaching, assess pupils' attainment and progress, inform further lesson plans and provide pupils with targets for improvement;

(paragraphs 18,25,27,38,73,77,84,88,90,91,96,100,110,121)

- (2) improve annual reports to parents so that they give a clear assessment of pupils' attainment and progress and include targets for further learning;

(paragraphs 43,51)

- (3) develop systems which enable senior managers and curriculum co-ordinators to monitor and evaluate the quality of teaching and learning in order to identify areas for development and improve standards.

(paragraphs 49,50,92,101,106,116)

Other less significant areas for improvement:

- Teachers' marking of pupils' work is inconsistent. (paragraph 77)
- Pupils are not sufficiently involved in planning their learning or identifying their individual targets for improvement. (paragraphs 18,91,105)
- The aims of the school do not focus with enough clarity on raising standards. (paragraph 48)
- There is no well equipped outdoor play area to promote the physical development of the under fives. (paragraph 55)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	6	51	42	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)		281
Number of full-time pupils eligible for free school meals		10

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		42

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.04
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	29	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	29	28	29
	Total	43	42	44
Percentage of pupils at NC level 2 or above	School	98 [96]	95 [94]	100 [98]
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	27	28	28
	Total	41	43	43
Percentage of pupils at NC level 2 or above	School	93[94]	98 (96)	98([])
	National	82 [81]	86 [85]	87 [86]

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	21	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	24	26
	Girls	18	16	17
	Total	37	40	43
Percentage of pupils at NC level 4 or above	School	74 ([76])	80 (65)	86(78)
	National	70 [65]	69 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	23	26
	Girls	18	16	19
	Total	38	39	45
Percentage of pupils at NC level 4 or above	School	76 (76)	78 (67)	90 (82)
	National	68 [65]	69 [65]	75 [72]

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	277
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR– Y6**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	25.5
Average class size	28.1

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	80

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	[]
Number of pupils per qualified teacher	[]

Total number of education support staff	[]
Total aggregate hours worked per week	[]

Number of pupils per FTE adult	[]
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FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
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	£
Total income	445 830
Total expenditure	444 646
Expenditure per pupil	1 448
Balance brought forward from previous year	78 896
Balance carried forward to next year	80 080

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	285
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	1	0	1
My child is making good progress in school.	52	43	4	1	0
Behaviour in the school is good.	53	42	5	0	0
My child gets the right amount of work to do at home.	33	34	25	7	1
The teaching is good.	57	33	5	0	4
I am kept well informed about how my child is getting on.	53	32	14	0	1
I would feel comfortable about approaching the school with questions or a problem.	71	26	2	0	0
The school expects my child to work hard and achieve his or her best.	62	31	7	0	1
The school works closely with parents.	52	34	12	1	1
The school is well led and managed.	64	24	4	0	8
The school is helping my child become mature and responsible.	60	31	5	1	2
The school provides an interesting range of activities outside lessons.	47	35	15	1	1

Other issues raised by parents

Parents are strongly supportive of the school. A minority of parents indicated, both in the questionnaires and at the pre inspection meeting for parents, that they were dissatisfied with the quality of the annual reports on their children's attainment and progress. Inspection findings show that reports lack detail on individual pupils' attainment and progress and could be significantly improved. Around a third of parents who returned questionnaires indicated dissatisfaction with the amount of homework which is set. Inspection findings showed that an adequate amount is set but that there are inconsistencies between classes in the setting of homework. Inspectors found that the school strives to work in close partnership with parents and that a good range of activities outside lessons is provided.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE

CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. Children enter the reception class at the beginning of the term in which they will be five. At the time of the inspection, there were eleven children under five. All children attend school full-time. The children currently under five have all had experience at local pre-schools or nurseries. The results of initial assessments indicate pupils' attainment is broadly in line with the national average. Inspection evidence confirms that children's attainment is broadly in line with that expected for this age when they enter school. Curriculum provision and the quality of experiences offered to the children are good and take account of all the required areas of learning in the nationally recommended desirable learning outcomes. The curriculum for the under fives is very well planned. Pupils are well prepared to start work on the National Curriculum. Children make good progress and the majority are on line to exceed the nationally expected levels by the time they are five in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and creative development. Attainment in physical development is in line with national expectations overall, but the opportunities for consistent achievement at the higher level are restricted by the lack of appropriate outdoor facilities. Staff pay good attention to pupils' individual needs and encourage high levels of effort. They identify and monitor children likely to need additional support as they progress through the school. There is one child on the register of special educational needs. Standards are better than at the time of the previous inspection.

Personal and social development

59. Children make good progress in their personal and social development because the class provides a welcoming and lively environment that helps young children to settle in and feel part of the school. Children are quick to respond to the routines of the class so that by the time they are five, they show confidence and relate well with adults, with each other and their older peers. They develop a good level of independence in selecting an activity, in dressing themselves and in personal hygiene. Children respond positively to the opportunities to take on class responsibilities and undertake responsibilities, such as helping to tidy up, successfully. The teacher sensitively encourages children to participate in activities when they are required to sit and listen to others and they do this attentively. They share their feelings and ideas, listening carefully to others. Children attend acts of collective worship with the rest of the school and this helps them to know other pupils in different classes. They have the opportunity to mix with their older friends or siblings at break-times and in sessions when children of different ages read together. This helps to develop their social skills in a range of differing situations.
60. Teaching in this area of learning is good. The teacher provides for a range of social experiences, such as role-play activities in the shop and the three bear's cottage, sharing news and stories and turn taking in speaking and listening sessions. The children are encouraged to become independent, and are provided with good examples by older pupils.

Language and literacy

61. Children develop their literacy skills well and their achievement in this area of learning is good. Children contribute to discussions confidently and share their ideas and experiences. They acquire new vocabulary quickly and their speech is constantly gaining in fluency and expression as a result of the experiences they are involved in. The higher attaining children read simple texts, using the pictures and letter sounds to help their understanding. Others recognise their names and familiar words. Children enjoy sharing books during the literacy hour and they listen well to their teacher and each other during this time. Children are developing good early writing skills and learn to form their letters correctly. The lower attaining children are beginning to confidently make marks on paper and copy letters or words that they can read back to an adult, while those of average and above average ability produce simple sentences with some appropriate use of capital letters and punctuation.

62. The quality of teaching is good overall. Opportunities are provided for children to develop their early speaking and listening skills through the range of activities provided. The children are very enthusiastic to participate and take their turn to join in. Teachers encourage children to share in the whole class session of the literacy hour with older reception-aged pupils. Close attention is given to word and sentence work and as a result, children learn how to connect the names and sounds of letters. Questions aimed at children under five during this session encourage them to respond and give them confidence to participate. This contributes to their good achievement. Teachers provide planned activities for children to develop writing skills; for example, in formal sessions where they are taught to form letters correctly and more informally, such as providing the materials for children to write in the role-play area. Good assistance is given by support staff as well as by the teacher during group activities. Together they ensure that all children receive some individual attention.

Mathematics

63. Children develop their mathematical skills well and they achieve above the level expected for children of this age. They can sort, order and match objects and complete pattern and number sequences. As a result, they can recognise and recreate patterns. Children can count to ten, both forwards and backwards, independently. All children have a go at counting from twenty to fifty with the teacher. Higher attaining children can recognise numbers beyond fifty. All children learn to match the correct number of objects to a numeral, and identify multiples of five. Children record their work in different ways according to their ability. Water and sand play experiences extend children's understanding of size and capacity, and pupils learn about value of money in the baker's shop. They join in number rhymes and songs and develop their understanding of position and direction in other areas of learning, such as following instructions in physical education lessons and using the programmable toy, which links to early development of the control aspect of information technology.
64. The quality of teaching is good. Teachers provide the children with regular mathematical experiences, through sharing in the numeracy hour with the older children in the class and providing activities selected to develop their mathematical knowledge according to ability. As a result, children build on their prior learning. There are planned opportunities for children to explore, think and develop their mathematical understanding through water and sand play, cooking, construction sets and sorting games as well as more structured mathematical activities.

Knowledge and understanding of the world

65. Achievement in this area of learning is good. Pupils investigate and observe changes in the weather and make simple recordings of their findings. They learn about their immediate environment and familiar local places. Pupils develop geographical and scientific knowledge through the study of topics related to these subjects and local visits. For example, during the inspection children followed a route to the local recycling plant. As a result of the visit, children make good gains in their understanding of the need to care for our environment. A sense of history is developed through learning about toys in the past. Children study teddy bears as part of their topic and can sort them in terms of age and say what is different about the oldest and newest bears. Children use computers with some confidence, controlling the mouse to move the cursor around the screen and use fine control to click on icons on the screen. When playing educational games on the computer, they know how to move to the next screen and complete a task. With help from an adult, they begin to use their skills to control a programmable robot effectively.
66. The quality of teaching is good. Within the planned programme of work for the reception class, a broad range of opportunities is planned for the youngest pupils. Activities are adapted to meet the needs of children under five, helping them deepen their knowledge and understanding. The teacher has high expectations and the children are always expected to produce well-presented recordings of what they have learnt. Sufficient opportunities are provided for children to explore for themselves.

Physical development

67. Achievement in physical development is satisfactory, and most children reach the nationally defined desirable learning outcomes by the time they are five. Children handle pencils and crayons, paint brushes and scissors with control and other tools and materials safely. During the inspection, they were observed using good control when building bridges for the programmable toy to go under by using wooden blocks. Children can change their clothes and get ready for physical education lessons independently. In gymnastic lessons in the hall, they show imagination and skill in moving in different ways and following instructions, although they find skipping and hopping more challenging. They enjoy floor work and show imagination when spinning and sliding using different body parts. Their attainment on large apparatus is below expectations of four year olds. As yet, the children under five have had limited opportunity to develop this aspect of physical development and transfer the skills they have to a different situation. They are cautious and approach their work with some apprehension, but all do have a go. They learn the rules of simple ball games, such as hockey, and can work co-operatively with a partner. This contributes to sound achievement. Children have the opportunity to play outdoors on a daily basis, but this is limited by the resources available. The outdoor curriculum is not available as an ongoing activity and achievement is restricted by the lack of access to planned activities using appropriate equipment. At present, there is a lack of suitable equipment for pupils to develop all their physical skills on large or moving apparatus outdoors. A small play area is being developed in a quadrangle which has already had a safe landing surface laid. This area is designated for the under fives.
68. Teaching is good and the teacher pays the greatest attention to supporting children who have had limited opportunity to use indoor physical education apparatus as yet. There are suitable opportunities for children to develop fine motor skills during daily activities. All children have the opportunity to develop gross motor skills in planned physical education lessons. However, there are insufficient planned opportunities for children to use wheeled vehicles or be taught skills using climbing apparatus as a regular outdoor activity and, as a result, pupils do not achieve higher levels of attainment by the time they are five.

Creative development

69. Children make good progress in their creative development and achieve standards that exceed the nationally recommended desirable learning outcome by the time they are five. There are many examples of children attaining standards that are well above expectations for their age. Creative play is well developed through the opportunities provided, including the role-play areas and the use of artefacts and small-world play to enhance the children's imagination. When painting, children select colours and use the equipment available very carefully to create delicate work. They know how to mix colours to create different shades or new colours. Children use pencil very carefully to draw and shade and know how to create different effects. This can be seen in the superb examples of observational drawings of their teddies. Children experience a wide range of drawing media including wax and pastel. Very delicate and sensitive reproductions of owls show how children look very carefully at the object they are representing. Children learn about other artists and displays show how they work in the style of Mondrian, for example. Three-dimensional work, linked to a visit to the aquarium and input from visiting artist, shows how children work well with adults and older pupils to produce sea creatures modelled around a willow frame. An example of this work is an exquisite octopus on display. To create this, children use bubble wrap, ribbons, tissue, fabric and wool. Children participate fully in music lessons. They know the names of many instruments including the rainmaker and the tambourine. Children know how to care for instruments, for example, placing the tambour skin down. They distinguish between the different sounds a variety of instruments make. They learn rhythm through clapping and tapping and using percussion instruments. In addition, they use instruments very effectively to make sounds that reflect feelings. Children enjoy and participate in rhymes and singing. They join in singing with the rest of their peers enthusiastically and confidently sing the words they can recall.
70. The quality of teaching is good. Art activities are well matched to the children's interests and stage of development. Excellent teaching was observed when accurate demonstration taught the children skills and showed them how to develop a technique. Appropriate time is allowed for experimentation in all aspects of creative development. Children are provided with a range of

materials and activities, including different painting and drawing media and recycled material. During the inspection, opportunities were provided for children to act out stories using farm animals, toys and construction apparatus and direct intervention from adults improve the quality of play.

ENGLISH

71. In the National Curriculum tests for seven year olds in 1999, the proportion of pupils who reached the national target of Level 2 was well above average in both reading and writing. The proportion attaining the higher Level 3 standard was above the national average in reading and close to the national average in writing. The school's overall performance in both reading and writing close was well above the national average. The school's performance in reading was well above the average for similar schools and for writing it was above the average. The results have been consistent over the past three years.
72. In the National Curriculum tests for eleven year olds in 1999, the proportions of pupils attaining Level 4 and above and Level 5 and above were both close to the national average. The school's overall performance was close to the national average when compared with all schools but was well below the average when compared with similar schools. The trend over the past three years has been one of steady decline. This is mainly because, whilst writing skills were well developed, insufficient opportunities for pupils to apply their writing skills had been provided. Hence standards were not as high as they should have been and indicated a degree of underachievement. Pupils' ability to create extended pieces of writing for different purposes had not been developed sufficiently. Consequently too few pupils attained the higher levels in writing. Results in English in 1999 were lower than those achieved in mathematics and science. The school identified and addressed this issue and standards in writing are now better than they were last year. An analysis of results over the past four years shows that girls perform better than boys in English to an even greater extent than nationally. The school is aware of this and is investigating the possible reasons in order to develop a strategy to improve the performance of the boys.
73. Inspection findings confirm that standards attained in Key Stage 1 are above national expectations. In Key Stage 2 they have improved and are also now above national expectations which is mainly attributable to improvements in the organisation of teaching. Achievement exceeds expectations for these pupils at Key Stage 1. At Key Stage 2 achievement meets expectations for most pupils but there is some underachievement amongst higher attainers.
74. By the age of seven most pupils speak confidently and can explain themselves clearly. This was seen, for example, in a history lesson when pupils, with their teacher, were recapping what they had learned by visiting Montgomery Castle. By the age of eleven pupils further improve their confidence and are aware of the need to adapt their style and vocabulary to the circumstances. They engage readily in group work, help each other to clarify their thinking and are ready to ask the teacher questions. This was seen, for example, in a lesson for Years 5 and 6 on baptism, when pupils were keen to establish exact details about how the ceremony was performed.
75. Reading is a relative strength in the school, as was the case at the time of the previous inspection. By the age of seven, pupils learn how to use both phonics and context to develop their understanding. They also learn how to enjoy language and how to experiment with different sounds, as was seen, for example, when a group of Year 1 and 2 pupils read Spike Milligan's "On the Ning, Nang, Nong" together, then wrote their own versions. By the age of eleven, most pupils can read independently. They read fluently and are able to outline plots and describe characters. Many pupils develop their interest in reading well, can name favourite authors, collect their own books and visit libraries. However, higher attaining pupils do not use their skills to conduct their own investigations, across the whole range of the curriculum.
76. By the age of seven, pupils are encouraged to produce neat and legible handwriting, and most do so. Most understand how to write in sentences. Pupils are able to write at length on a wide range of topics, including stories, diaries, describing an aquarium and giving accounts of visits.

By the age of eleven pupils follow instructions carefully and understand how to use such conventions as speech marks and paragraphs correctly. Most pupils have an appropriate grasp of grammar: for example, lower attainers can explain the function of a verb and higher attainers can identify the main clause in a sentence. Pupils extend the range of their writing to include, for example, different types of letters and writing dialogue. Whilst pupils do produce some good extended writing on, for example, narrative topics, the extent of such writing is more limited than might be expected across the full range of subjects, and does not allow sufficient scope for pupils to incorporate their own research. The work of lower attaining pupils is marred by errors of spelling, punctuation and grammar. Most pupils know how to word-process their work.

77. The quality of teaching at both key stages is good and this leads to good learning. When teaching is most effective, teachers display good subject knowledge which, in turn, arouses the curiosity of pupils. This was seen in a Years 1 and 2 class, when the teacher displayed a good knowledge of children's literature and this was used to guide pupils in their choice of books. Teachers' discipline is consistently good. Learning support assistants are deployed effectively and time is used well. Links between home and school are used particularly well in Key Stage 1 to support pupils' progress in reading, especially in the way in which homework diaries are used. When teaching is less effective, the work is not sufficiently challenging to enable higher attaining pupils to make rapid progress. The quality of marking is variable. When it is most effective it is detailed and explains to pupils how they might improve; when it is less effective marking lacks thoroughness and guidance is not provided. Pupils are well behaved and have a positive attitude to learning.
78. The subject co-ordinator provides a good role model as a classroom teachers and has introduced some initiatives, which have contributed to the raising of standards, most notably in writing at Key Stage 1. The introduction of setting for three days each week in Key Stage 2 lessons has allowed the teaching to be more successfully matched to pupils' prior attainment. However, one consequence of pupils not being taught in the same class for all their literacy lessons is that the different strands of the subject, spelling, speaking and listening, reading and writing, are not as closely integrated as they should be.
79. Progress since the last inspection has been satisfactory. Writing has improved in Key Stage 1. Standards in Key Stage 2 are similar to what they were. Teaching remains mostly good.

MATHEMATICS

80. Results of the National Curriculum tests at the end of Key Stage 1 in 1999 showed all pupils who attained at least the national target of Level 2, which was very high in comparison with the national average. A third of pupils attained the higher level 3 standard which was well above the national average. The performance of seven year olds has been consistently well above the national average, when compared with all schools nationally and above average when compared with similar schools, for the past three years. National Curriculum test results in 1999 at the end of Key Stage 2 showed that the proportion of pupils who attained at least the national target of Level 4 was above the national average, as was the proportion who attained the higher Level 5 standard. When compared with all schools, the school's overall performance is above average and, when compared with similar schools, it is average. Inspection findings largely concur with the test results. An analysis of test data over the past four years shows that boys at the age of eleven perform better than girls, but no more than nationally.
81. Inspection findings show that the attainment of pupils at both key stages exceeds national expectations. Pupils' achievements at the end of Key Stage 1 and Key Stage 2 are better than might normally be expected, given pupils' average attainment on entry to the school. Pupils at both key stages achieve well in the different strands of the subject, using and applying mathematics, shape, measure and data handling, together with the use of number to support other subjects, though in Key Stage 2 there is insufficient emphasis on relating mathematics to real life situations.
82. By the end of Key Stage 1 the majority of pupils identify odd and even numbers and number

patterns, add and subtract small numbers, identify halves, quarters and eighths, and understand place value of hundreds, tens and units. Pupils are confident in naming regular two- and three-dimensional shapes and use the terms 'faces', 'edges' and 'corners' accurately. The higher attainers distinguish between a regular and irregular hexagon and confidently add and subtract three digit numbers. There is a strong emphasis in most classes on explaining the mental processes used to arrive at an answer, which the pupils achieve with increasing fluency and accuracy. By the end of Key Stage 2, pupils have a sound recall of number facts and the four rules of number. When given the opportunities, they describe their mental strategies for recalling number facts. However, opportunities for pupils to select and use their own resources for mathematical activities and to discuss their work during lessons, are often restricted because of an over emphasis on whole class teaching.

83. Numeracy is used well across the curriculum. For example, time lines are used in history, graphs of shadow experiments are produced in science and the co-ordinates are used to define positions on maps in geography. Pupils construct accurate graphs to reveal the difference in the rate of their heart beats before and after exercise. However, links to other subjects are largely incidental and are not always planned systematically. In several classes opportunities to use mathematics for practical investigations are infrequent.
84. Pupils are prepared to work hard and have developed a liking for the subject. Their positive attitudes and general eagerness makes major contributions to the effectiveness of their learning. A Year 3 /Year 4 set were delighted when they thought they had discovered the pattern in a series of problems and could not suppress a 'Yes!' to express their glee. Where pupils chose to find out if there was any correlation between the size of pupils' feet and their height or the circumference of their skulls, great enthusiasm was generated and learning was highly effective. The pace of learning is inhibited, however, when pupils in Year 3 and Year 4 are required to repeat work on shapes, for example, which they had mastered in Year 2. Scrutiny of work showed that, whilst they were consolidating their knowledge, there was no extension of their learning.
85. In Key Stage 1 teaching is mostly good and often very good. At Key Stage 2 teaching is good overall. In the very good lessons observed the teachers shared the key objectives and the key vocabulary with the pupils and ensured pupils were motivated by good questioning and practical activities which matched the different abilities within the group. In all lessons sound use is made of resources. Good review sessions were observed at the end of some lessons that encouraged pupils to recap and explain their work, and so share and refine their understanding. However, not all classes take the opportunity of a review session to review fully the objectives of the lesson. In several classes the teachers' marking is good with meaningful comments used to take the pupils on to their next stage of learning but this is not always the case. There are inconsistencies in the marking of pupils' work. Good use is made of learning support assistants who work mostly with small groups of lower attaining pupils to support and reinforce the objectives of the lesson. They are given good guidance by the class teacher but are able to use their initiative, as needs dictate. They use open-ended questions effectively to challenge pupils' thinking.
86. The curriculum is generally broad and balanced. However there is an under-emphasis on practical activities in some Key Stage 2 lessons. Long and medium term planning is good and identifies learning outcomes and objectives. The co-ordinator gives good support to staff but planning, teaching and pupils' work is not monitored systematically. Adequate procedures are in place to assess pupils' understanding of work covered. There is a satisfactory range of resources but opportunities to use information technology to support mathematics are often missed. Progress since the last inspection has been satisfactory. Standards in both key stages are similar to what they were and teaching has improved.

SCIENCE

87. In the 1999 Key Stage 1 National Curriculum teacher assessments, the proportion of pupils who attained the national target of Level 2 was well above average as was the proportion who

attained the higher Level 3 standard. In Key Stage 2, the number of pupils attaining the nationally expected level of attainment was above the national average as was the proportion who attained the higher Level 5 standard.

88. Inspection evidence indicates that high standards are achieved and they reflect the end of key stage assessments and test results. However, whilst the majority of pupils achieve appropriately in terms of building on prior attainment, the number of pupils attaining higher levels could be improved in Key Stage 1 and the number attaining below the expected level could be reduced in Key Stage 2. In order to achieve this, tasks set need to more closely match ability when planning for the highest attaining pupils in the class, and assessment needs to be improved to provide sufficient information about performance and progress so that it is clear what each individual pupil should be taught in order to improve. The school places a strong emphasis on first-hand investigation and this has a positive effect on attainment.
89. By the end of Key Stage 1, pupils achieve a good knowledge of science and have a good understanding of all elements of the curriculum. Teachers build on prior learning consistently so that skills of scientific enquiry are established. Pupils of all abilities study a range of topics purposefully and make decisions about the effect of scientific principles for example, how electricity is used to power the lighting up of bulbs. They use this knowledge to achieve the completion of electrical circuits and make diagrams using labels that use subject specific vocabulary. Higher attaining pupils work shows a very good understanding of circuits. Pupils explore and recognise the differences and similarities in materials. This is exemplified in the reception class when pupils experiment making an umbrella for teddy. During the key stage, pupils cover a range of topics that enhance their understanding of scientific phenomena and how this has an impact on their daily life. For example, pupils in Years 1 and 2 have studied the effect of gravity and friction. Pupils in Year 2 explain carefully how the oiling of axle joints will prevent friction and wearing and how this will improve the performance of a vehicle. Pupils use their writing skills to achieve effective ways of documenting their work. Pupils in Year 1 make simple recordings of their experiments, and use drawings, charts and labelling effectively, although average and higher attaining pupils are not always encouraged to provide enough detail. In Year 2, pupils extend these skills and use an increasing range of methods to record their findings. The use of subject specific language, both in oral and written work, extends during Year 2 and pupils use the correct terminology when reporting their findings.
90. By the end of Key Stage 2, pupils know in detail what constitutes a fair test and know why it is necessary to have a control. They build on what they have learnt during Key Stage 1 and know how to record their experiments appropriately. They provide clear accounts of what they have found out, and use their knowledge to evaluate the results. Younger pupils in the key stage learn about different creatures and are encouraged to think of different ways to classify them. They build on what they know and identify characteristics to show the attributes of selected creatures. Work seen across the key stage shows pupils have a good knowledge of the human skeleton and the major organs of the body. Pupils in Years 3 and 4 learn about the positive effects of fitness and achieve good knowledge of how this affects the metabolic rate of the heart. They also learn about suspensions when studying soils. As a result of testing soils from different environments, they observe similarities and differences and make comparisons. Pupils in Years 5 and 6 build on what they already know and develop an understanding of the range of investigations that can be carried out. Due to good opportunities for independent experimentation, pupils achieve well in relation to what they previously knew and could do. During the inspection, they were observed conducting tests on the relationships between body measurements to find out if there is a comparative factor. Alongside this investigation pupils were also increasing their knowledge and understanding of aspects of life processes and knowledgeably describe the main functions of organs of the body and how these functions are essential to the human form. Groups of pupils produced written documentation of their predictions and results in a variety of forms depending on their ability. The majority worked hard to discover the best methods to use to obtain the results. However, there was evidence of the highest attaining pupils losing concentration on the task as it was too easy for them. Standards of recording are generally good and evidence is effectively presented in tables, charts and graphs. Earlier methods of recording are developed and improved with the result that experiments are well set out in a scientific format by the end of Key Stage 2.

91. The quality of teaching is good overall at both key stages and this is an improvement since the last inspection when unsatisfactory teaching was observed. As a result of the good teaching, pupils' learning is good. Teachers' subject knowledge is good and planning is thorough. Generally, activities are matched to the different needs of the majority of pupils, although the highest attaining pupils are not challenged at an appropriate level consistently. Overall, planning of activities contributes to good achievement. Pupils with special educational needs are provided with good support from adults. The good teaching is characterised by clear objectives for pupils' learning, which are shared with the pupils so they know what is expected of them. Where teaching is good, there is a good focus on the key terms and vocabulary needed and this helps pupils to achieve at least the expected levels of attainment. There is good attention to the provision of resources that enable pupils to work independently and build on prior learning. Good use is made of questioning to extend pupils' thinking so they use their prior knowledge. Effective summing up at the end of lessons emphasises the objectives of the session and enables pupils to contribute their ideas and evaluate their findings. Teachers generally provide pupils with good practical experiences and introduce appropriate vocabulary. In Key Stage 2, teachers provide particularly good guidance for investigation and research and effective models for pupils to use to organise the results of their investigation. Pupils' behaviour is generally managed well. However there is evidence to support that the highest attaining pupils do lose concentration on the task if it is not sufficiently demanding. In both key stages, there is evidence of pupils using literacy and numeracy skills to support their learning and of teachers encouraging the use of information technology for recording and processing of data. However, teaching some elements of science; for example, research skills or interpretation of data, in literacy and numeracy lessons, is under-developed.
92. The school is using the scheme of work to provide a basis for planning and this is being used effectively for medium and long term planning. This ensures that there are clear learning objectives and that there is progression in pupils' scientific knowledge and understanding. The co-ordinator monitors planning and pupils' work, but has had few opportunities to observe teaching and learning. While this is currently satisfactory, there is a need for a development in this area in order that the co-ordinator can effectively identify priorities for improvement. Assessment procedures are broadly satisfactory as they determine whether pupils have achieved the learning objective and build up to provide a broad picture of pupils' progress as they move through the school. However, the use of the information available is currently satisfactory as it is not used effectively to inform planning, set individual targets or report comprehensively to parents. The co-ordinator needs to have a good overview of the standards in both key stages and opportunities to analyse current attainment to ensure that pupils' achieve even better results in tests and assessments. Resources are satisfactory. Teachers select resources to effectively support learning in topics. The subject is well supported by a programme of visits such as to the Iron Bridge power station and the Blue Planet Aquarium, which enhances pupils' scientific knowledge and understanding.

ART

93. By the end of both key stages pupils produce work which exceeds national expectations and work of high quality is created. Standards are similar to those reported at the time of the last inspection. Pupils use a wide range of media, including different paints, inks, crayons, papier-mâché, fabrics, clay and plaster to create two-dimensional drawings, prints and paintings as well as a wide range of three-dimensional work. Pupils study the work of a wide range of artists from different periods and have developed a broad knowledge and understanding of their works. After a recent visit to the Tate Gallery in Liverpool, for example, pupils in Key Stage 2 visited the gallery's web site to find out more about pictures which appealed to them. Pupils in Years 3 and 4 were fascinated with the portrait of Edith Sitwell by Percy Wyndham Lewis, especially the unfinished hands; unfinished because she did not sit well and did not give the artist an opportunity to finish the work.
94. Literature is used well as a basis for work. Excellent work inspired by the children's book 'Avocado Baby' has been produced which incorporates skilful colour mixing to produce a close approximation to the colour of avocados, good fabric designs and carefully executed prints. In Key Stage 1, a series of paintings entitled 'We looked in the mirror and this is what we saw'

have been arranged in a excellent display of vibrant self-portraits. Pupils carefully observe fruit and vegetables and produce remarkably detailed drawings, paintings and prints. The complex patterns of a cross section of a cabbage are drawn. The pupils capture the pattern and texture of the outside of a pineapple and the pattern and colours inside an orange. Information technology is used well to support teaching and learning. Pupils' drawings are photocopied and colour washes are applied to the copies to produce effective pieces of work. A scanner is used to import and enhance pupils' work on computers to great effect. This experimentation and exploration adds an exciting element to learning. Inspiration is gained from the work of modern artists like Warhol and Hockney. A remarkably good series of paintings based on Hockney's 'Mr and Mrs Clark and Percy' have been produced by older pupils. Pupils in Key Stage 1 concentrate exceptionally hard as they draw very detailed pictures of houses they photographed on a field studies visit. They study the Impressionists and produce excellent prints, paintings and paper tissue collages after studying Monet's 'Water Lilies', for example.

95. Pupils use their skills well in other subjects as, for example, when illustrating work in geography and history or when illustrating their own versions of the school prospectus. The enthusiasm and serious approach engendered for the subject have a positive effect upon the quality of learning. Pupils' personal development is also enhanced by the confidence they gain in their ability to produce work of high quality.
96. Overall the quality of teaching is good. An example of excellent teaching was seen in Key Stage 1 where skills were taught with great clarity and pupils learned how to draw to a high standard. Here the depth of learning was exceptional. By the end of the lesson pupils had mastered the essential elements of a valuable skill and were confident in their ability to refine it further. In the reception class a visiting artist worked with pupils to produce very good work using bent canes to produce sea creatures. A jellyfish produced by the pupils was particularly effective. The teaching seen in Key Stage 2 was satisfactory though the scrutiny of worked showed that a great deal of effective teaching takes place, which enables pupils, particularly the older pupils, to produce work of high quality. The quality of teaching is less effective where the skills to be taught in a lesson are not clearly identified or when the skills taught are not particularly inspiring or challenging, as occurred where pupils in Key Stage 2 were required to complete an exercise in colouring in an outline photocopied, computer-generated picture.
97. The co-ordinator has produced a sound scheme of work and offers good support and advice to colleagues. She runs a popular art club where much imaginative work is produced, and where pupils have an opportunity to develop skills further. She has little opportunity to monitor and evaluate the quality of teaching and learning but maintains a good overview of standards by regularly inspecting work produced throughout the school. Parents have been invited into school to share in an arts workshop and were impressed by the range and quality of work produced. Art is a strength of the school.

DESIGN AND TECHNOLOGY

98. The principle of designing, making, evaluating and improving products is well established in work seen in most classes but there are inconsistencies. The scrutiny of work and discussions with pupils at both key stages indicated that while many had a good grasp of the processes involved many had little understanding. Overall, by the end of each key stage, most pupils produce work which is in line with national expectations. Standards are similar to those reported at the time of the last inspection. In Key Stage 1, most pupils have a good understanding of how to make model vehicles that move and they know how to fix axles and wheels to a chassis using a range of techniques such as pegs to hold the axle or triangular cardboard bearings. They test their models on ramps and good links are made with science as they explain that the force of gravity is making the models move down a ramp. Pupils collaborate well and discuss details of their models as they evaluate their performance and suggest improvements. Here good social relationships help to advance learning. They use their skills well in other subjects, such as history, where they construct Saxon helmets and Viking armour. In work on castles pupils made good working models of drawbridges and a portcullis.
99. In Key Stage 2 pupils are developing a sound understanding of how to use pneumatics to create

movement. They understand that by squeezing, or compressing air a force is generated. They are intrigued by the challenge of using syringes, tubing and a balloon to create a pneumatic mechanism, which will raise the back of a tipper truck, and most succeed in devising an effective method. They describe the function of a lever and a pivot and make sound models using levers and pivots. They make a working model trebuchet as part of a project in history, and use pulleys to make a lift bridge along the lines of Tower Bridge. When sawing wood pupils do not always use a vice and seem unaware of this basic safety and efficiency principle. Generally, pupils work together well in groups though in Years 3 and 4 it was noted that boys sometimes exclude girls from discussions, which inhibits the progress that a minority of girls might otherwise make.

100. Teaching in both key stages is satisfactory. Learning objectives are not always clearly defined in planning which leads to a lack of focus in lessons. In one lesson, for example a photograph of Tower Bridge was used to explain the principle of a bascule bridge but this was not helpful as a diagram was required to show the mechanical principles involved. The idea of balance and counter weights was not explored. Technical terms, such as pulleys, pneumatics or pivots, are not always explained with precision.
101. There is a good planning framework to promote the progressive development of skills knowledge and understanding. Strategies for assessment and recording pupils' attainment are in place, but are not yet systematically and consistently applied to inform planning for the pupils' future learning. The co-ordinator offers good support to colleagues but has little opportunity to monitor and evaluate the quality of teaching and learning in order to identify areas for improvement.

GEOGRAPHY

102. Overall the pupils are meeting national expectations but the subject does not have as high a profile as at the time of the previous inspection when pupils attained higher standards. The learning observed during the inspection was good but the work sample showed that there was a lack of depth and breadth within the subject. By the end of Key Stage 1, and throughout Key Stage 2, pupils' attitudes are positive and their rate of learning is sound.
103. At the end of Key Stage 1 pupils are able to describe the physical and human features of places, for example, a visit to Montgomery. They access their own word bank to make captions and communicate information about the similarities and differences between localities. At the end of Key Stage 2 pupils use co-ordinates accurately to locate places from a range of maps and atlases.
104. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2, providing a range of information sources to research questions posed and opportunities to make visits within and beyond their own locality to widen their knowledge and understanding of places and environments. Lessons are well planned although skills to be taught are not identified precisely. However, there is a good level of challenge to the work being covered, which produces a positive effect on the effort the pupils put into their tasks and the development of their geographical knowledge and skills. Teachers employ a range of methods to interest pupils. Questioning is used effectively to assess understanding and consolidate learning.
105. Resources are used effectively to enrich pupils' understanding of the subject. Pupils are interested and behave very well in lessons although they are frequently unaware of the learning intentions of the lesson. There is a good level of concentration and good relationships exist between pupils.
106. The school is currently reviewing its planning strategies in line with new national initiatives. Strategies for assessment and recording pupils' attainment are in place but not yet systematically and consistently applied to inform planning for the pupils' future learning. The quality of teaching and learning has not been monitored by the co-ordinator nor has a clear vision been reached for the development of geography.

HISTORY

107. During the inspection it was not possible to observe teaching at Key Stage 2. Judgements made about Key Stage 2 are therefore based upon scrutiny of work and interviews with pupils and teachers.
108. By the end of both key stages, standards are high in relation to national expectations and pupils' achievements are above expectations in relation to their prior attainment.
109. By the age of seven pupils are starting to develop a good sense of chronology. Most can refer to sketches and photographs to explain how costume has changed over the generations and can use the correct technical terms to describe distinctive features, such as "spurs" and "top hat". Pupils can also suggest how life styles have changed over the last two generations by referring to how a mangle used to fulfil the function of a spin drier. They can describe the main features of castles, using the correct terms, and many have vivid recollections of their visit to Montgomery Castle. By the age of eleven pupils further develop their sense of chronology and have a good grasp of the most important events and personalities of the periods they have studied. Pupils are aware of the richness of the culture of Ancient Greece, can name and explain the significance of the major gods and goddesses, have an awareness of domestic life in the ancient world and can explain how some features of modern life have their origins in Greece, for example, the Olympic games. Pupils are aware that Britain was invaded during its early history and can explain the reasons for the invasions and give an account of their impact on the life of the time. However, higher attaining pupils do not develop their skills to the extent that might be expected, particularly regarding their capacity to assess different types of historical evidence or to conduct their own research.
110. The quality of teaching is good and this results in good learning. When teaching is most effective, teachers display good knowledge of the subject, which is valuable in arousing the interest and enthusiasm of pupils for the topics studied. Teachers also perceive the potential that the subject has to improve pupils' basic skills and good examples were seen in Years 1 and 2 classes of pupils' vocabulary being extended and their powers of descriptive writing being applied to real situations. The rate of learning is also increased when pupils have the opportunity to visit such places of historical interest such as Montgomery, Chester and Clun. When teaching is less effective, higher attaining pupils are not sufficiently challenged and do not engage in their own research to the extent that might be expected. Attitudes to the work are good. Pupils complete the tasks they are set promptly and efficiently and work sensibly in pairs and groups when required to do so.
111. Improvement since the last inspection has been good. The subject is well managed. Standards in Key Stage 1 have improved; in Key Stage 2 they have been maintained. Teaching has moved from being satisfactory to being good.

INFORMATION TECHNOLOGY

112. Standards of attainment in information technology are above national expectations by the end of both key stages and achievement is above expectations when compared to prior learning. The work undertaken by the school, in a relatively short period of time, has been very good and this is contributory to the standards observed during the inspection. Pupils make good progress through and across both key stages and in all aspects in the scheme of work. Pupils, especially those in Years 5 and 6, have increasing experience in the control and modelling element of the curriculum and this contributes to attainment at the higher levels. Present provision is not restricting achievement for any ability group as they are all offered equal opportunity to experiment with technology, and this contributes to pupils' achievements, particularly the higher attaining pupils.
113. At the time of the last inspection, pupils in Key Stage 1 and 2 were attaining standards in line with national expectations. Since the last inspection, a policy and scheme of work have been implemented, the ratio of computers has improved and a computer suite has been created. The range of learning opportunities is good and there are sufficient planned opportunities for the

development of control and modelling skills, which contribute to attainment especially at higher levels. As a result of these factors, and the increased confidence of staff to integrate the teaching of information technology skills within the context of other subjects, standards of attainment have improved.

114. In Key Stage 1, pupils use information technology capably to generate, amend, organise and present their ideas. They know how to save data and retrieve information from the hard-drive, disk or CD-rom. They understand how to control equipment and achieve specific outcomes by giving a series of instructions. Pupils use art packages to good effect and they use spreadsheets to create graphs of different kinds to illustrate the results of surveys conducted. Their knowledge of the wider uses of information technology, control and data analysis is sufficient to enable attainment at higher levels. In Key Stage 2, good use is made of word processing programs to aid writing in many other subjects. Pupils extend the use of technology to edit spellings, grammar or punctuation or to try different fonts or include a clip art illustration for example, so that attainment in this element of the curriculum is above expectations. Pupils understand the importance of precision when framing and sequencing instructions and they are competent at exploring the effects of changing the variables when working with specific programs. Pupils have good knowledge and experience of using information technology for all aspects of work and make sound judgements about its use in the context of their working practices and in the wider world. Older pupils have begun to incorporate the use of the internet for locating information and for communicating via electronic mail. Pupils in Years 5 and 6 have recently formulated pages to be presented on the school web site and are articulate in describing how to do this.
115. During the inspection, little direct teaching of information technology was seen, as skills are most usually taught through the use of information technology in other subjects. This is done most effectively and teaching and learning are good as a result. Teachers provide many good opportunities for the use of information technology within the context of other lessons, for example art, history and geography. Pupils are given tuition in how to use programs to support learning; for example using a word bank to help in the composition of captions in geography. Clear explanations help pupils to understand what they have to do. Good relationships and pupil management mean that pupils are generally attentive and interested. In the computer suite, teachers take care that pupils are positioned around the computers so that they can see the screens and generally ensure that all pupils co-operate and take turns to use the equipment. Teachers control the network of computers effectively when explaining a new function and pupils watch the screens and listen carefully. The effectiveness of the demonstration was seen when pupils worked on the program independently. When pupils are working alone at computers in the class bases many work very effectively and get on with their work diligently. They work very well collaboratively on joint tasks. There were occasions during the inspection when pupils were seen working on the computers without any adult support, for example at lunchtime. In these instances, pupils' confidence, especially in using some of the advanced skills, was good. Such opportunities for further reinforcement or experimentation contribute to pupils' attaining at the higher levels and show their clear understanding as a result of the good quality of teaching.
116. The management of the subject is good. During the last eighteen months the co-ordinator and staff have developed the curriculum for information technology and have modified their teaching to ensure that they maximise the use of the resources. Planning is monitored to ensure that skills being taught build on what pupils already know. The co-ordinator has not had the opportunity to monitor teaching. Staff have undertaken training and this has resulted in teachers having more confidence and teaching that promotes high expectation of good achievement. The co-ordinator monitors the standards of attainment by sampling work. Assessment procedures are currently under-developed, although the co-ordinator is trialling a new system. As there are no consistent procedures across the school, there is insufficient tracking of pupils' progress over time or setting of individual targets to promote further learning by building on what the pupils can already do. The use of self-assessment by pupils is also under-developed. However when questioned, pupils have a good understanding of what it is they have learnt and how they might use the knowledge and skills they have in future work. Currently, assessment information is not being used to produce good reports to parents that identify what the pupils know and can do and the progress they have made. The provision of a computer club is good. This helps the pupils who attend to improve their standard of attainment. Resources for teaching the subject are good

overall. The provision of the computer suite and the software available to use in it are very good. The latest software is enhancing learning in this subject and supporting learning in other subjects. The older computers are still giving valuable service and the range of appropriate programs used throughout the school contributes to pupils' attainment. However, a great deal of software for these computers needs to be updated to complement that used in the suite more effectively.

MUSIC

117. Standards of attainment are above expectations at the end of Key Stages 1 and 2 and this is an improvement from the last inspection when they were judged to be in line with expectations. A significant number of pupils play instruments competently and a number of teachers have good level of personal expertise. Both factors contribute to standards of attainment. Singing is promoted well through class lessons and weekly sessions held for the whole school in the form of hymn practice. The session is led competently by a teacher, who is also the pianist.
118. In Key Stage 1, teachers provide many opportunities for pupils to sing within their classrooms. Early in the key stage this is frequently linked to other subjects; for example singing number rhymes to practise counting skills. The pupils are asked to think carefully about the words that they are learning and the meaning of individual words. This is a good opportunity for pupils to extend their literacy skills and put their knowledge to use for a different purpose. Through singing sessions, pupils develop good voice projection. They sing with a reasonable competence and show obvious enjoyment. They keep time with the piano and sing tunefully. From an early age pupils are given opportunities to explore sounds and make simple compositions that make expressive use of musical elements, for example, dynamics and timbre. Teachers use pieces of music to encourage pupils to listen carefully and they recognise repetition and changes and can compare sounds and pieces of music using simple terms. Pupils respond to the changing character or mood of music. A good example of this was seen during the inspection when the very youngest children used percussion instruments to describe anger when expressing parts of a story they had listened to in music.
119. Pupils in Key Stage 1 are introduced to a variety of styles of music and know about some well-known composers. They can state a preference and can state in a simple way why they make particular choices. Pupils recognise how sounds in music are used to achieve specific effects. Listening to a range of different music contributes effectively to pupils' cultural awareness. The use of resources, including pictures and instruments, helps pupils' understanding and adds to their knowledge. As a result of good teaching pupils are achieving well as they are building on their previous learning step by step throughout the key stage.
120. In Key Stage 2, the standard of provision and teaching is good and this leads to good achievement for the majority of pupils. They sight read notation of increasing complexity and can clap the rhythm that the notes represent. By the end of the key stage, pupils capably use their voices as instruments and sing in unison. They echo tunes with voices and instruments, are good at holding a tune and have experience of part-singing. During the inspection, a particularly good example of pupils using their voices as instruments and following notation was seen when pupils in Years 3 and 4 accompanied the story of 'Walter the Wasp'. They were confident and showed control, while demonstrating their ability to explore, create select and combine sounds in musical structures. A large number of pupils take the opportunity to learn a tuned instrument beginning with the recorder. Instrumental tuition is provided for a range of wind and string instruments; for example, cello, trumpet and violin. They demonstrate their achievement when they perform instrumentals individually or in small groups during assemblies. Pupils are very keen to show their skill and demonstrate initiative in their desire to perform. Good teaching in Key Stage 2 encourages pupils to work hard and the lessons are very productive. Pupils review their own performance and that of their peers. This contributes to overall improvement. Pupils have a high level of skill and expertise. Pupils show obvious enjoyment in music. They enjoy listening to each other and are very focused on their work during lessons. They concentrate hard and work collaboratively when they perform. For example, in Years 5 and 6 when they use sounds and structures to achieve the intended effect of representing the sounds a baby may hear before it is born. They create atmosphere by refining their compositions and understand the importance of their performance. These features contribute to good learning. Overall, pupils have a good range

of opportunities to listen to and appraise music as well as to perform and compose throughout the key stage and this results in high standards.

121. The school has maintained the attention given to the music curriculum despite the introduction of the literacy and numeracy strategies and there is a high priority both within classes and, as the pupils move through the school, in small groups or individually for instrumental tuition. The coordinator feels, and inspection evidence agrees, that music contributes effectively to pupils' creativity and knowledge and understanding of the arts in a broad sense. The element of the subject that is under-developed is assessment. Whilst the staff are good at involving the pupils in appraising and evaluating during lessons, their knowledge, skills and understanding are not recorded in a format that can be used to inform future work effectively so it that accurately builds on what the pupils can do. As a consequence, there is insufficient information available for teachers to know the extent of pupils' attainment and track progress accurately or to produce good reports to parents that identifying standards and targets for individual improvement. The school is well resourced, including a music room that pupils use for instrumental tuition and practise, and the subject contributes effectively to pupils' understanding of other cultures. Music is an important aspect of the school's extra-curricular provision and this contributes to broadening the pupils' experiences. The enthusiasm for the subject shown by staff and pupils, the implementation of a scheme of work and the range of instrumental provision available all place the subject in a good position to maintain standards.

PHYSICAL EDUCATION

122. By the end of both key stages, standards are high in relation to national expectations and pupils' achievements are above expectations in relation to their prior attainment.
123. By the age of seven, pupils are aware of the need to warm up and cool down before and after physical activity. They also understand the need for changing. In gymnastics they improve their co-ordination and ability to anticipate the movements of others as was seen, for example, when they rehearsed a display to be presented for parents and visitors to the school. In outdoor lessons pupils benefit from taking part in reasonably strenuous activities, including running. Pupils understand the different qualities of air-flow and sponge balls, are able to balance them on rackets and pass them with a good degree of accuracy. By the age of eleven, pupils develop their gymnastic skills well. They are able to roll, turn, jump and balance. Pupils can put together sequences of movements and can evaluate how practical their thinking and planning have been. This was seen, for example, in a Year 5 and 6 class when pupils worked in pairs to form bridges. At all levels pupils display good team-work skills. Whilst it was not possible to observe swimming lessons during the inspection, the school makes arrangements for pupils to receive lessons at other times in the year.
124. The quality of teaching is good and this results in good learning. Teaching is most effective when teachers display good subject knowledge, plan lessons well, maintain a lively pace in lessons, are able to demonstrate the skills they are teaching and have high expectations. In all lessons observed good attention was paid to health and safety by pupils and teachers. Pupils show enthusiasm for their work, concentrate well and make a good physical and creative effort to meet the demands of the subject.
125. The range of learning experiences is enhanced by extra-curricular activities, which include opportunities for pupils to receive some specialist coaching in, for example, cricket. There is a club for pupils with special educational needs and this has provided valuable opportunities for them to improve their co-ordination and general confidence.
126. The subject is well managed and progress since the previous inspection has been good.

RELIGIOUS EDUCATION

127. By the end of both key stages, standards are in line with the expectation of the locally agreed syllabus and achievement is in line with what might be expected of pupils, taking into account

their prior attainment. The requirements of the agreed syllabus are met but not all topics are covered in the same depth. However, the school recognises that arrangements for teaching the subject need to be revised and developed, as is seen in the school development plan.

128. By the age of seven, pupils are aware of God as the Creator, of Jesus and of the Biblical story of Adam and Eve. They are aware of the beauty of the world, which they discuss in class and experience at various points in the school's curriculum such as when studying life cycles in science or drawing trees in art. In an assembly seen during the inspection they join in reflective songs about how people in a constant state of rush become insensitive to the world around them. Pupils become aware that human beings make choices over, for example, whether or not they pollute the environment and so they develop a sense of responsibility.
129. By the age of eleven, pupils go on to consider Christianity in greater depth. They understand some of the symbolism of the early church and can make comparisons with symbolism in contemporary life. Pupils are aware of the significance of bread and wine, the chalice and paten in the communion service. When studying Baptism, pupils display an insight into the spiritual importance of the event and are aware of its social significance. Whilst pupils can make some comparisons with other religions, for example, regarding the ritual significance of water, generally their knowledge is limited.
130. The quality of teaching and learning are satisfactory. When teaching is most effective teachers display good subject knowledge and can, for example, draw upon their knowledge of local churches to illustrate their lessons. This results in pupils seeing the relevance of their studies to themselves and being ready to talk about their own experiences. Resources, including videos and old photographs, are used effectively. When teaching is less effective, higher attaining pupils are not sufficiently challenged to undertake their own enquiries. Pupils' attitudes towards the subject are good.
131. Standards at Key Stage 1 are similar to those reported at the time of the last inspection and at Key Stage 2 they are now in line with the expectations of the agreed syllabus whereas in 1996 they were judged to exceed expectations. This is partly because the subject has not received as much focused attention as in the past.