

INSPECTION REPORT

CLAYTONS COMBINED SCHOOL

Bourne End

LEA area: Buckinghamshire

Unique reference number: 110326

Headteacher: Mrs. S.M. Lamprell

Reporting inspector: Mrs. Jean Harding
21378

Dates of inspection: 27 – 30 March 2000

Inspection number: 189270

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	mixed
School address:	Wendover Road Bourne End Bucks.
Postcode:	SL8 5NS
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Appropriate authority:	The governing body
Name of chair of governors:	Cllr. Mike Appleyard
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Names of team members	Subject responsibilities	Aspect responsibilities
Mrs. Jean Harding Registered Inspector	Religious education Music Modern language	The characteristics of the school; The school's results and achievements; How well pupils are taught; What the school should do to improve further
Mr. Mike Romano Lay Inspector		How well the school cares for its pupils; How well the school works in partnership with the parents.
Dr. Tom Gorman	English Geography	The curricular and other opportunities offered to pupils; English as an additional language.
Mrs. Denise Morris	Information and communications technology History Under Fives	Special educational needs; The special educational needs department
Mr. David Speakman	Mathematics Art Physical education	How well the school is led and managed; Equal opportunities
Mr. David Hartley	Science Design and technology	Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a school for boys and girls from 3 - 11 years of age. There are 349 pupils on roll including 35 full time equivalent in the nursery, 70 children altogether. Few pupils are of non-white ethnic origin; five speak English as an additional language. Class sizes are high at Key Stage 2 with well over 30 pupils in each class and set. Nearly a quarter of pupils are on the special educational needs register which is above the national average. There are 19 pupils in the school with statements; this is well above the national average. Seventeen of these pupils work, in the mornings, in a special educational needs department. The department can take up to 20 pupils from the surrounding areas, as well as the school's own catchment area. No pupils are eligible for free school meals; this is well below average. The school no longer has pupils in Year 7. Only seven children in the reception classes are currently under five. Attainment on entry is variable, as there are a significant number of pupils with special educational needs, but for young children, mostly it is higher than usually expected.

HOW GOOD THE SCHOOL IS

This is a good school. Very good leadership and management and a focused approach to improvement, mean that it has been very effective in improving standards of attainment and the quality of the pupils' education. Pupils are keen to learn. The teaching is good with many very good features, including high expectations and highly appropriate work planned for the needs of all pupils based on thorough assessment. The school has less money to spend per pupil than most schools and so, given the good work that is being done, it gives very good value for money.

What the school does well

- For those pupils without marked special educational needs, standards of attainment in English, mathematics and science are high. Pupils with special educational needs make good progress.
- Standards are high in geography and French and some aspects of physical education and music.
- The quality of teaching is good with very good features. This leads to high quality learning.
- Pupils' attitudes and behaviour are very good.
- The provision for children under five is good, and so children's achievement is good.
- The provision for pupils with special educational needs, both in the special educational needs department and in the school, is good.
- The leadership and management are very effective.
- The curriculum provided is very broad and highly relevant to pupils' needs. There is very good provision for extra-curricular activities.
- Procedures for assessment, and the use of assessment data, are good.

What could be improved

- The provision for some subjects such as art and design and technology.
- Some staff do not possess sufficiently well developed skills in information and communications technology in order for them to teach pupils to their full potential.
- Provision for pupils' spiritual development. Although satisfactory it could be improved.
- Some classrooms are too small for the number of pupils, especially for the teaching of practical subjects. The working conditions for some teachers are unacceptable.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. Since then the strengths that were identified have been maintained, and there has been a very good improvement in aspects that had been identified as being weak. The greatest improvement has been in the teaching; Twenty percent of the teaching was unsatisfactory last time and in this inspection no unsatisfactory lessons were seen. In fact over 80 percent of the teaching was good or better. There have been improvements to the day-to-day assessments and to teachers' improved knowledge and understanding of information and communications technology, religious education and

music. The issues of the evaluation of the school development plan and of the strengthening of the role of subject co-ordinators have been acted upon and have improved, although these could still be better; the school is aware of this and has appropriate plans for improvement. The school also took seriously other more minor issues of weakness identified by the last inspection team. Good improvements have been made in these respects. The staff and governors are not complacent and, given the quality of management and the shared determination to succeed, the school displays a good capacity to make further improvements.

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	A	D	E
mathematics	B	C	D	E
science	A	B	C	E

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

The statistics shown in the above chart are highly misleading. The school is a local education authority resource for pupils with special educational needs and so it provides places for pupils, especially at Key Stage 2, who could not otherwise be placed in a mainstream school. Included in the figures are the results of those pupils with special educational needs; in 1999 a significant number of pupils had statements of special educational needs and there were other pupils with special educational needs which depressed the figures. Also, a significant number of older pupils who joined the school, had low attainment when they arrived. What is important, is that the percentage of pupils reaching higher grades was at least the national average; for English it was well above average, and for science it was above. In spite of the anomalies, the trend in attainment, over time, mirrors the national trend. The National Curriculum test results for seven year-olds, over the last three years, show that standards of attainment in English, mathematics and science are above average and often well above average. There are far fewer pupils with special educational needs in Years 1 and 2. The school has set appropriate targets for pupils at the end of Key Stage 2. The vast majority of children under five will achieve the expected areas of learning by the time they reach school age and most will already be working on the programmes of study for Key Stage 1.

At both key stages, for those pupils without special educational needs, the standards seen are above average in English, mathematics and science. Standards are high in geography and French and at least in line with national expectations in other subjects. Standards in swimming and dance, and in musical performance are high. Progress is at least satisfactory and sometimes good. Pupils with special educational needs make at least satisfactory and often good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good for children under five and all other pupils.
Behaviour, in and out of classrooms	Very good. There have been no incidences of exclusions.
Personal development and relationships	Very good. Pupils form constructive relationships with each other and staff. They display confidence and maturity.
Attendance	Very good. Pupils want to go to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
good	good	very 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.

The quality of teaching is a major factor in the high quality learning that takes place. In the school overall, over 80 percent of lessons were good or better; over 18 percent were very good or excellent. No unsatisfactory lessons were seen, and two lessons were outstanding. The teaching of children under five is consistently good. At Key Stage 1 teaching is almost always good and much teaching is very good; the 2 excellent lessons were observed at this key stage. Teaching at Key Stage 2 is usually good with 12 percent of lessons being very good. There are particular strengths in the teaching of literacy and numeracy and this is having a positive impact on attainment in other areas. The teaching of pupils with special educational needs is at least satisfactory and often good. The teaching of pupils who use English as an additional language is at least satisfactory and often good, as is the teaching of talented pupils. A strength of the teaching, over the whole school, is the high expectations of staff about pupils' potential and their behaviour. In a few lessons which are otherwise satisfactory, there is a tendency for staff to give over-long explanations which leads to a lack of impetus to the lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for pupils under five as well as those in Key Stages 1 and 2. It is very broad and highly relevant to pupils' needs. Very good extra-curricular activities.
Provision for pupils with special educational needs	Good in the main school and in the specialist department. There are clear targets in individual education plans which help pupils to make good progress. Good integrated provision benefits all pupils.
Provision for pupils with English as an additional language	Satisfactory. The school does its best to provide properly planned work for the few pupils who need it, but the staff have insufficient specialist help for the very small minority who have little English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, especially with regard to their social and cultural development. Although provision for spiritual development is satisfactory, it could be better.
How well the school cares for its pupils	A good standard of care and guidance is provided, supported by thorough assessments of pupils' attainment and development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior management team are very effective. Subject co-ordinators have demonstrated a commitment to improving provision and raising standards.
How well the governors fulfil their responsibilities	Governors are well organised, and fulfil their statutory responsibilities well, except for ensuring that all pupils attend acts of collective worship.
The school's evaluation of its performance	Good overall. Staff with management responsibilities work well together to identify the strengths and weaknesses of the school. Governors are well aware of the school's strengths and concerns.

The strategic use of resources	Good – especially considering how much there is to do, in particular with the money for pupils with special educational needs. The governors use the principles of best value well.
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Staffing levels are adequate. The accommodation is satisfactory overall, but some rooms, especially those for pupils in the reception classes and those for pupils in Years 5 and 6 are too small. The working conditions for some staff are unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Behaviour is good • They feel that teaching is good • Most feel comfortable about approaching the school with questions or problems. • Children are expected to work hard • The school is well led and managed • The provision in the nursery and the special educational needs department. • The commitment of staff. 	<ul style="list-style-type: none"> • Homework – a difference of views; too much and too little, too easy and too hard. • A minority feel that the more able pupils are insufficiently challenged • The information provided for parents • How closely staff work with parents • A few felt that some staff are not very approachable and are 'defensive' when challenged about the pupils' work.

A significant minority of parents, in letters to the team, were critical of the way the school works with parents, levels of homework and information provided. However, at the meeting for parents, there was not the same level of criticism. Overall, parents are happy with the school. Inspectors agree with all the positive comments. Inspection findings do not corroborate most of the criticisms. Homework is generally satisfactory, but more could be done to ensure consistency and let parents know what is required. Able pupils are appropriately challenged; this is borne out by the standards of attainment observed during the inspection. The information provided for parents is generally good. The school works very closely with parents and encourages them to become involved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children make a good start to their education in the nursery. The attainment of children on entry to the reception classes is at least as expected and often above the levels expected in all areas of development, and when they join Key Stage 1 almost all are already working at levels higher than usual for five year olds.
2. Pupils make satisfactory, and sometimes good progress in all subjects through Key Stage 1. The results of the National Curriculum tests, for the last three years, show that standards of attainment in reading, writing and mathematics are consistently above national averages and often they are well above, especially in reading. The percentages of pupils achieving higher grades, in 1999, was also above average for writing and well above for reading and mathematics. In comparison with schools that admit pupils from similar backgrounds, results are also above average and are well above for reading and mathematics. Attainment in science, as measured by teachers' assessments, show that last year pupils attained higher than the national average overall and the percentage of pupils achieving the higher level was about the national average, although in comparison with similar schools the percentage attaining the higher level was below the national average. Since the last inspection in 1996, pupils' results at Key Stage 1, have been consistently above national averages, with the gap getting wider. There was a very good improvement between 1997 and 1998.
3. Evidence gathered during the inspection at Key Stage 1, including observation of lessons, scrutiny of pupils' work and interviews with pupils, show that pupils attain levels in all subjects that are at least in line with national expectations and averages, and sometimes above. Standards of speaking and listening, reading and writing are high and so are standards of attainment in mathematics and science. Pupils use their literacy and numeracy skills well in other subjects. Pupils' standards of attainment in information and communications technology are as expected. Standards and progress in religious education are generally in line with the requirements of the locally agreed syllabus. Standards in geography are high and also in aspects of physical education such as dance. In all other subjects, pupils make satisfactory progress and, as far as they can be measured, with limited evidence, standards of attainment are in line with national expectations.
4. There have been improvements in standards and achievements at Key Stage 1, since the last inspection. Standards of writing are better than was reported then and the progress of higher attainers in reading is better, due to better teaching. Standards of attainment in mathematics are higher. With limited evidence it is not possible to judge improvements in design and technology, which was reported as being higher than expected, but currently standards are in line with national expectations and progress is at least satisfactory. Progress in knowledge and understanding of religious education is better.
5. By the end of Key Stage 2, standards of attainment in all subjects, for those pupils without marked special educational needs, are at least in line with national expectations and averages and in some subjects they are high. The attainment of a few pupils, in some areas, is very high. Progress is at least satisfactory. The results of the National Curriculum tests at Key Stage 2 for the last two years are highly misleading and cannot be taken as an indication of how well the pupils are doing in English, mathematics and science. There is a significant proportion of pupils with statements of special educational needs in each cohort in Year 6; last year there were seven pupils. When taking this into account, and also the number of other pupils with particular special educational needs, and those joining the school in Years 5 and 6 with lower prior attainment, it can be seen that the school's overall grades, compared with national averages and with similar schools, do not give a true picture of pupils' attainment. For example, in mathematics, when standards first fell in 1998, 10 percent of pupils had statements of special need. There was a small fall in standards. In 1999, when there was a substantial drop in standards, 17 percent of pupils had statements and 26 percent

was on the special needs register. This year there are fewer on the special needs register (17 percent) and considerably fewer with statements (7.5 percent).

6. The test grades for English, mathematics and science last year show that overall, pupils attained below the national average in English and mathematics and at the average figure for science. In comparison with similar schools results were well below average. However, the percentage of pupils attaining at the higher levels was close to the national average for mathematics, above average for science and well above for English. The trends over time cannot show trends in attainment with any accuracy, because the grades depend on the number of pupils with problems, in each cohort.
7. Inspection evidence, including a detailed analysis of these statistics, as well as lesson observation and scrutiny of work, shows that standards of attainment in all subjects, for most pupils, are at least in line with national expectations and average and above for some important areas. Standards are high in English and often very high in reading. Standards are high in mathematics and for science. Progress in these three subjects is at least satisfactory; for reading, and some aspects of mathematics, it is good. Pupils' achievements in all other subjects is satisfactory, with the same high standards being maintained since pupils were in Key Stage 1. Progress in geography is good, particularly in mapping skills. Standards of attainment in French are higher than those of most eleven year-olds and most make good progress. Some pupils show high quality in their musical performances. Again, pupils make good use of their learned literacy and numeracy skills in other subjects. Progress in information and communications technology is satisfactory, but pupils could make even better use of their skills in other subjects, although use is satisfactory.
8. Standards of attainment at Key Stage 2, have improved, since the last inspection, especially in writing, mathematics and science. Pupils' achievements in music and religious education are better and pupils make better progress than they did; this is due to a concerted effort to improve the teaching. However, pupils' knowledge and understanding of religious education could still be better once the curriculum provided has been slimmed down. Pupils' achievement in swimming is now good.
9. Pupils' achievements in certain subjects and aspects, although satisfactory are constrained by the lack of space for teaching. Subjects such as art and design and technology are affected by this, and so is the nursery. Teachers do their best, with limited space and large classes, but parents are right to be concerned about this.
10. Pupils with special educational needs at the school make good progress towards achieving the targets on their individual education plans. They receive good quality additional support where necessary, and this ensures that they are able to work alongside their peers and achieve success. This is the same situation as was reported at the last inspection. Pupils who use English as an additional language make satisfactory progress, and in some cases the progress is good. Standards of attainment are in line with their capabilities. This is due to the sensitive way that the school deals with their additional needs.
11. There is no observable difference in the attainment or progress of boys and girls; all make appropriate progress. However, older boys often read better than boys of similar ages nationally. This is due, to some extent, to the care with which texts are chosen and also to the way they sustain interest as they get older. Some parents were concerned that more able pupils are not doing as well as they could. Inspection evidence does not bear this out. Pupils of higher attainment are sufficiently challenged and a significant number are working at high levels in the National Curriculum programmes of study. Pupils who show special gifts or talents are nurtured, especially in the performing arts and in the core subjects. In a move to create the conditions of excellence, to which the school aspires, more could probably be done, at an earlier age, to select pupils with special talents in other areas, such as technology, and give them more challenging work.
12. The school has set appropriate targets for overall improvement in pupils' attainment in English and mathematics. These are based on a realistic evaluation of what is possible, taking into account the

numbers of pupils with special educational needs, and the numbers joining the school, within Key Stage 2, who do not have the same high levels of prior attainment as other pupils. The staff keep a careful check on the improvements in pupils' performance from the end of Key Stage 1 to the end of Key Stage 2, so that they know if any pupil is not doing as well as he or she could. The targets for attainment in the National Curriculum tests for mathematics this year (2000) are considerably higher than the grades for last year; they are realisable with the current cohort. Overall, pupils are well prepared for the next stage of education.

Pupils' attitudes, values and personal development

13. Pupils are very keen to come to school. This is reflected both in the parents' questionnaires and the higher than average level of attendance noted. Attendance in the school was very good last year; it was well above the national average, with unauthorised absence well below the average; this has a good effect on learning. Attendance levels are similar to those reported at the last inspection.
14. Children under five enjoy school. They try hard and work well together. Pupils with special educational needs have good attitudes to their work. Those with acknowledged problems make good efforts to improve.
15. The pupils' very good attitudes to school are the same as those reported at the last inspection. The pupils are highly motivated, keen to achieve and concentrate well. This was evident when an entire lesson was taught in French. They show a great deal of interest in their lessons and ask pertinent questions; this was especially noted in mathematics lessons, and such interest promotes good learning. Pupils enjoy the challenging tasks that they are set. Their attention only begins to wane if they are kept sitting and listening for too long and when relationships are less well developed, as happened in a history lesson. The pupils respond well in discussions; they are willing to offer suggestions but are also prepared to listen to the opinions of others. A large number of pupils participate in the wide range of extra-curricular activities on offer such as the brass and swing bands, numerous sporting activities, the choir and the drama club. This has good impact on pupils' learning and achievement, especially in the creative arts.
16. Behaviour is very good and this reflects an aim of the school. There have been no incidences of exclusion. The pupils are punctual and they often read quietly whilst registers are completed without disruption. They play amicably during breaks and lunchtimes and then enter school in a sensible manner. They move quickly and quietly around the school. This is noticeable when pupils in Years 3 and 4 change classrooms as they join other pupils for mathematics lessons that are based on prior attainment. This allows lessons to begin on time and the pupils arrive in a positive manner ready for work. They listen attentively to their teachers and collaborate well in group work, for example, in science when they take on different roles in order to carry out an investigation to find out which ball bounces the best. Due to this, pupils' learning is good. The House Point system continues to motivate pupils both in their learning and their standard of behaviour. All pupils behave very well in assemblies and they sing tunefully with obvious enjoyment. Without thinking, older pupils automatically open doors for adults and they are very polite to visitors. Parents also feel that standards of behaviour are high.
17. The pupils are mature for their age and this level of maturity develops further as they progress through the school. Parents agreed with this view. The pupils' relationships with their teachers, other adults and with one another are very good indeed. They are characterised by friendship and mutual respect. Pupils are taught to respect both their own and the property of others. This is demonstrated in lessons when learning resources are handled with care and shared sensibly when required. Pupils are courteous and considerate. The inspection found no evidence of bullying or any oppressive behaviour.
18. Throughout the school pupils are keen to take on a range of responsibilities. They are all willing to assist in the classroom with tasks such as general tidying after lessons and watering the plants around the school. Pupils in Year 6 show a willingness to take on a number of responsibilities

including acting as librarians, setting up the hall ready for assembly and holding positions such as house captains. These are conscientiously and proudly carried out and the pupils are aware that they are contributing to the life of the school.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching throughout the school is good; it has many very good features. The consistency of the teaching leads to good learning for all pupils, including the gifted and talented, pupils with special educational needs and those who use English as an additional language. The teaching has greatly improved since the last inspection, when 20 percent of teaching was found to be unsatisfactory. No unsatisfactory teaching was seen during this inspection. In fact, nearly two-thirds of the lessons observed were good, one-sixth were very good and two lessons were excellent. The teaching in the nursery and of reception pupils is consistently good. One especially good aspect of the nursery groups is the good teamwork of the staff, with support staff being fully involved with the children's learning. A special feature of the teaching of children in the reception classes is the imaginative use of pupils' questions to develop their social awareness.
20. The teaching at Key Stage 1 is often very good with some outstanding teaching seen. Pupils are encouraged to build on their prior learning and the emphasis is on the process of learning, as well as the goals in terms of attainment. An excellent feature of the teaching of pupils in Years 1 and 2, by one teacher particularly, is the feedback given to pupils on the previous day's work, and on the homework. The teaching at Key Stage 2 is usually good, with some very good aspects, over all four year groups and all classes. The very good lesson linking geography and history given to pupils in Years 3 and 4 as part of their topic on St. Lucia is an example of imaginative teaching which encourages pupils to learn and stimulates their interest. The teaching of the core subjects of English, mathematics and science is consistently good, with English and mathematics often being very good. Teachers have implemented the National Numeracy Strategy and National Literacy Strategy well. This has a very good impact on pupils' attainment in other subjects.
21. The quality of teaching for pupils with special needs is good, both in the special department and in the main school. Teachers are aware of pupils' difficulties and provide a good range of tasks that are appropriate to their ability. This promotes learning and ensures that pupils with special needs make good progress. It also ensures that they behave well and enjoy school. Occasionally material is used that is too young for the age and maturity of pupils.
22. The quality of learning for pupils who use English as an additional language is good; staff try very hard, to good effect, to develop these pupils, although they do not have any outside expert help. A few pupils who do not speak English as their first language, who have been in school a short time, have made great progress in their learning, in all subjects, as well as English. The school has the benefit of teachers and instructors from outside who teach and coach the pupils in subjects such as music and sport. These staff provide at least satisfactory, and often good, teaching and are an asset to the school.
23. Staff have good knowledge and understanding of their subjects. Teachers have improved their skills in teaching information and communications technology, although a significant number admit that this still could be better. The last inspection reported that some staff had insufficient subject knowledge in the fields of music, art and religious education. This is no longer the case and in-service training and internal organisation have meant that pupils are taught by staff who are confident with these subjects. The teaching of basic skills is usually good and teachers ensure that spelling, punctuation and presentation are as good in other lessons as in English lessons.
24. Teachers' planning is effective. Lessons are planned in year-group teams and there is appropriate work for pupils of all abilities. The lesson objectives are clear, and are shared with pupils. This ensures that all pupils know what they are doing, how well they have done, and, mostly, how they can improve. Good planning for support staff, volunteers and resources, helps to overcome the limitations of the accommodation.

25. Teachers' expectations of their pupils' attainment is high, and this ensures that pupils produce sufficient work of an acceptable standard, and that they work hard. The school has satisfactory, and improving methods of identifying gifted and talented pupils. The arrangements for nurturing talent in the performing arts are now well established, and parents have commented on this.
26. Staff have an appropriate range of teaching methods which are effective to teach the range of skills needed by pupils. However, the limitations of space, especially for the pupils in the reception year and for older pupils, such as those in Years 5 and 6, means that group-work and paired work cannot be used as much as needed due to the immense difficulties of moving pupils round the classrooms once they have been seated.
27. Staff's management of pupils is very good, and this has a great impact on the smooth running of lessons and in pupils' learning. Any hint of lack of concentration or silliness is immediately addressed, even in French, to great effect. Relationships between staff and their pupils are very good; there is much respect, on both sides, and this shows. Given these good relationships, there is a case for less structured teaching, at times, and this would enable more time for reflection on philosophical and spiritual issues and would improve spiritual development.
28. Lessons usually have good pace. Pupils do not have time to be bored. A wide range of resources is used and this ensures pupils' good acquisition of knowledge, understanding and skills. Support staff are used effectively by most teachers. They are used very well by some class teachers, such as in one class for pupils in Years 1/2. Other staff do not use experienced, knowledgeable support staff in the best way and opportunities are missed to record pupils' achievement and response.
29. The quality and use of day-to-day assessment is very good for children under five and good in the rest of the school. This is a considerable improvement since the last inspection, when it was a Key Issue for action in the report.
30. Teachers use homework constructively, and its use is effective in reinforcing pupils' learning. A significant minority of parents were unhappy at the amount and consistency of homework; their complaints varied between too much and too little homework, and some said it was too easy, but others said it was too hard. The inspection team found that homework levels are generally satisfactory, although they could be more consistent in some classes.
31. The best lessons, such as the numeracy lessons in one Year 1/2 class, have life and real pace. All pupils are constantly challenged and there is great fun in the learning. In these excellent lessons, explanations are very clear and the presentation of the work, in terms of voice, speed and variation of activity, ensures that the pupils enjoy the work and get the most out of the time. The teacher knows her pupils well; even the expression on their faces tells her of possible misunderstanding. This is teaching of a very high order.
32. In lessons that are generally satisfactory, but which lack the spark of the best lessons, the problem arises when the teacher talks too much and the pupils' concentration, understandably, flags. In these lessons, the pupils are not given sufficient opportunities to air their views in any depth and to explore issues of concern. Teachers give pupils too much direction and this inhibits creative thinking. At times, in their efforts to encourage pupils, teachers are a little over-lavish in their use of praise.

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

33. The quality and range of the statutory curriculum provided for all pupils is good. It is broad, balanced and highly relevant to the interest and needs of the pupils. The school has effective strategies for teaching the basic skills of numeracy and literacy, and this is having a great impact on pupils' attainment. While equality of access and opportunity is provided for all pupils to the

- curriculum, a number miss some acts of collective worship to attend music lessons. This is contrary to statutory requirements and compromises pupils' spiritual development.
34. The statutory curriculum is also enriched by a good range of extra-curricular activities, such as the Drama Club and Country Dancing. Pupils also participate in a variety of sporting activities and athletics. They also visits many places of interest and this substantially extends their experience and enjoyment of the curriculum in such subjects as geography, history and environmental studies, for example. The school has many links with the local community that contribute to pupils' learning and it has constructive links with other schools in the area.
 35. The school provides effectively for personal, social and health education, with appropriate attention to drug misuse. Sex education is provided for within the context of the science curriculum. The organisation of personal, social and health education, as a subject, is not as good as that of some other subjects due to a lack of a scheme of work to give clear guidance to staff in their teaching, and to ensure that everything is covered.
 36. The provision for pupils with special educational needs at the school is good. Nineteen pupils at the school have a statement for moderate learning difficulties, and seventeen of these pupils are placed in the special department for literacy and numeracy support usually in the mornings. Other pupils identified within the code of practice as having special needs work alongside their peer group, often with additional support.
 37. The provision for pupils' spiritual, moral, social and cultural development is good and this is the same as was reported last time, but there have been improvements in some areas. The school provides pupils with opportunities to develop knowledge and insight into values and beliefs held by different faith communities, primarily in the context of the religious education curriculum and through assemblies which include visits to the school from local clergy and representatives of charitable organisations. The assemblies observed were well-planned and met statutory requirements. In one case, also, which began with a focus on the work of the Red Cross, pupils were given a good opportunity to reflect on what they had learnt. However, the spiritual aspects of the pupils' development are less effectively planned by the school than other aspects of personal development. This is partly because no single member of staff exercises oversight over the school's provision.
 38. Individual teachers provide pupils with opportunities to discuss moral issues, as for example, in a Year 3/4 class which talked in 'circle time' about anti-social behaviour after hearing the story of Grunter, a badly behaved pig, and all pupils discuss the school rules with their teachers at the beginning of the school year.
 39. Very good provision is made for the pupils' social development. Older pupils are given numerous opportunities to exercise responsibility. For example, approximately two out of three pupils in Year 6 act as monitors or school captains. From an early age pupils are given the opportunity to work together co-operatively. In the school as a whole, pupils are generally courteous and respectful in dealing with adults and other pupils and they are helpful to younger pupils and to those with special needs. In each of these respects, teachers provide very good role models. The integration of pupils with special educational needs into other classes not only helps these pupils, but also the other pupils; they become more tolerant.
 40. Provision for the cultural development of pupils is now good and this is a marked improvement over the situation noted in the previous report. The pupils' cultural development is enriched by the approach to teaching in subjects such as art, religious education, music, French and geography, and also by the extracurricular provision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has good procedures in place for ensuring pupils' welfare. Pupils and parents value the good standard of pastoral care from teachers and staff who know them well. Pupils say they feel safe and secure in the school, and are confident in approaching any member of staff. The school follows the guidelines of the local area child protection committee in dealing with concerns. All staff are aware and vigilant, and procedures are good.
42. The school has sound policies for dealing with bullying and behavioural issues. Although bullying is rare, it is well dealt with when it does occur; bullying is discussed with pupils in circle time and assemblies. Behaviour is well monitored by teachers and mid-day staff. The headteacher keeps a log of the very few incidents of unacceptable behaviour, and parents are involved at an early stage when these occur. This is good practice. Governors have appropriate disciplinary and appeals committees to deal with serious incidents, including exclusions. There have been no exclusions in recent years. There is a consistent approach to behaviour. Mid-day supervisors are aware of the behaviour strategies and have occasional discussions with the headteacher on pupils or parts of the system which concern them. Persistent offenders at lunchtime are referred to the teacher on duty.
43. A number of staff have first aid qualifications, including most of the mid-day supervisors, and arrangements for accidents, fire, medicine administration and general health and safety are good. There is an effective health and safety policy, and an effective premises/health and safety governors committee, which audits the premises each term. Risk assessments are not however formally recorded, although they are effectively carried out. Alarm testing and evacuations are regularly carried out and recorded.
44. Pupils are taught about health and safety matters in science, swimming, design and technology, and visitors from the Police help to enhance this knowledge. Older pupils recently visited 'Hazard alley' to see displays and demonstrations about the safety aspects of Fire, Roads, Railways, Drugs and how to operate the '999 system'. Sex education and health education are taught in science in accordance with the school's policies.
45. Attendance is very well monitored by class teachers. Registers are meticulously completed and monitored regularly by the head teacher. The secretary follows up any unnotified absence, and the headteacher actively promotes the benefits of good attendance by discouraging parents from taking their child on holidays in term time.
46. Pupils are generally well cared for by the school and this provides a good, secure framework in which they can learn effectively. Their personal development is well monitored by teachers, who know them well. The termly target-setting can involve both academic and behavioural targets. These targets are set and reviewed with pupils and discussed with their parents.
47. As reported at the last inspection, the policy related to personal social and health education is still to be formally written, and so consistency cannot be assured. However, the practice is improved, with all elements now in place. Overall, the school has maintained the good standard of pastoral care and guidance reported then.
48. The school has effective arrangements for assessing pupils' attainment and progress. There is a good range of tests that are administered each year and provides the school with valuable information that enables them to track and check pupils' progress. This information is compiled into manageable profiles that are used well to ensure that individual pupils receive work at an appropriate level to suit their needs. Recording of assessment information has been improved considerably since the last inspection when it was judged that there was too much data to be manageable. There is a new policy of good quality, which recommends the slimming down recording of data and making it more manageable for effective use. This has been achieved. The systems are good in English, mathematics, for pupils with special educational needs, in information technology and for children under five. However these procedures are not reflected in other subjects. Realistic targets are set for individual pupils using data from their assessment folders.

49. Very good use is made of end of Key Stage 1 and 2 National Curriculum tests. These are analysed to identify strengths and weaknesses in attainment. There is excellent attention to detail in this exercise. The information gained is used well to inform medium-term planning. On-going assessment in lessons identifies accurately the needs of individual pupils. In addition to this the marking of pupils' work is effective and further informs the planning of lessons.
50. The two co-ordinators have a very good knowledge of assessment and one is part of a Local Education Authority working party to establish criteria for judging pupils' progress within the key stages. The co-ordinators have appropriate plans for further development that include the use of computers to record pupils' achievements, and the tracking of samples of pupils through each year group.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents are generally satisfied with the education and care provided by the school. Overall, the school works well in partnership with parents. The good partnership identified by the previous inspection has been maintained.
52. There is an effective Parent Teacher Association (PTA), which raises money for playground furniture, computers and other resources, through organising social and fund raising events. These are well supported. Through the work of an active committee of parents and teachers, a considerable amount of funding is raised for the school. The PTA publishes a regular Newsletter for Parents and this gives sound information to parents.
53. The school's links with parents are good. There are regular newsletters, and letters home on matters of general and specific interest. The annual reports on pupils' progress are satisfactory; they describe what pupils have done, with some information on areas of weakness identified by the teacher. Formal discussions with teachers are held three times each year, to discuss pupils' progress, and the termly targets set for academic and personal progress are also reviewed. The prospectus is very informative about the arrangements for parental visits, encouraging them to visit teachers for an informal meeting if they have concerns about their child. There are occasional 'open evenings' when parents can share their child's achievements, and parents are also invited to the headteacher's 'Open Forums' at which subjects such as target setting, assessment, report writing and numeracy teaching have been discussed.
54. Parental consultations have been held about the homework policy, over the past few years. As a result of this a comprehensive policy has been developed. A significant minority of parents responding to the questionnaire was concerned about the amount of homework their child was asked to do. Discussions with pupils revealed that the level of homework given sometimes exceeded that expected, usually when unfinished class work was expected to be done at home in addition to the normal homework. This clearly can lead to the inconsistency seen by some parents, who say that levels of homework have increased substantially over the past few years. Pupils have a homework diary, which parents sign when they have heard them read or seen their homework. Parents generally support their child's reading and other homework by their involvement at home.
55. Parents' involvement at home and as parent helpers in school has a good impact on pupils' development. Helpers in school are many and regular. They listen to reading, prepare resources, work in the library, run cycling proficiency, help with information and communications technology work, on trips and swimming lessons.
56. A significant minority of parents responding to the questionnaire did not feel well informed about their child's progress. This view was not supported by most parents attending the parents meeting. In view of the formal reporting undertaken by the school, and the well- advertised informal opportunities available to parents, the views of this minority could not be borne out by the inspection. Having considered the evidence the inspection team feels that, on the whole, staff do work closely with parents and give them good information about their children.

57. The school makes great efforts to involve parents through formal events, informal contact and encourages them to come in to see teachers if they have any concerns. Induction days for parents, are particularly effective and well received for pre-nursery parents. A 'parents helping in school' booklet is also welcoming and informative. A good number of parents were seen helping in school, and they clearly feel welcomed. The school appreciates that working parents cannot always get in to school during the normal day and is prepared to consider how to meet these parents' needs. A few parents feel uncomfortable about approaching the school with questions or problems. The school is continuing to develop the already good number of strategies that are already in place to inform parents about the school and to enable all parents to feel comfortable about talking to staff.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The quality of leadership and management is very good. The headteacher and senior management team are very effective in their work and in moving the school forward. An efficient team of teachers, support staff and governors, ably supports them. There is a shared commitment to improve the school and the staff and governors have the necessary skills to succeed in their endeavours. Together they have established a very clear vision for the future of the school and work hard to ensure that they meet their aims for the good of the pupils in their care. There is a clear relationship between the high standards and general provision for pupils and the effective leadership and management.
59. The previous inspection judged the leadership and management of the school to be good. This has been developed very well since that time. There is a great sense of purpose pervading the work of the school and a genuine interest in the progress and development of the pupils. The headteacher is a very good manager; she is efficient and pays attention to detail in her work. She knows what is going on. However, there is further opportunity for more delegation of other responsibilities to key members of staff, in particular the deputy headteacher.
60. An important aspect of the role of senior staff is to ensure the highest quality in the performance of the school. To achieve this, there is a rigorous process for the monitoring and improvement in the quality of teaching. This has been effective and the standard in teaching has improved since the previous inspection. In addition to effective monitoring of teaching, the key staff check teachers' planning and evaluations of lessons. Core subject co-ordinators ensure that the requirements of the National Curriculum and religious education are met in their subjects and that standards are being maintained. They carefully analyse the results of statutory and non-statutory testing at each key stage in the school. This provides valuable data on the strengths and weaknesses in pupils' knowledge and understanding and is used well to support weak areas and to build upon the school's strengths.
61. The school implements its aims effectively. The staff and governors create a caring, well ordered school community in which each pupil can begin to develop to their full potential through high expectations within a stimulating environment. Staff successfully encourage each pupil to explore new activities and learning experiences in an effort to discover and promote new knowledge and skills, talents and interests. The school establishes and develops principles of discipline and respect for self and others. Relationships in the school are very good.
62. Governors are effective and are led by a knowledgeable chairman. The governing body meets almost all of its statutory requirements well. Governors contravene statutory requirements by allowing a few pupils to miss acts of collective worship in order to play musical instruments. Governors are familiar with recent curriculum initiatives well and carry out their responsibilities generally effectively. They have developed targets and performance criteria for the work of the headteacher and deputy and successfully implement these in practice, although the demands made of the deputy headteacher could be higher.

63. The senior management team and staff are instrumental in identifying the school's strengths and weaknesses and it is well supported by the governors. The school development plan is a satisfactory tool to manage change. The realistic priorities for each year are highly relevant to national priorities and the schools' own requirements, although it is not entirely clear which are the top priorities from the format of the planning. The development plan and the budget for the year are closely linked. The progress towards achieving the targets set in the development plan is reviewed regularly and this ensures that the school meets its targets well. However, the targets in the development plans that underpin subjects and aspects of the school, are often too general to allow for proper evaluation to be made and for the school to know if they have been successful. Although there has been an improvement in this area since the last inspection, evaluative criteria could still be better.
64. The staff and governors feel very strongly that pupils with special educational needs should be totally included in everything the school does. This policy of inclusion has a detrimental effect on published test results but a very positive effect on the educational provision for all the pupils. Special needs provision at the school is well managed and effective in promoting good progress. Procedures in line with the code of practice for special educational needs, are good, targets are clear and specific, and standards are regularly monitored. The management of the nursery is good and parents are full of praise for this. The good start in the nursery has a clear impact on children's readiness to learn in the main school.
65. The school is instrumental in the initial and further training of teachers. In this staff perform an effective role and students speak highly of their support. The effectiveness with which the managers have improved the quality of all the teaching in the school is indicative of this.
66. Financial allocations are made with close reference to the school development plan and this mechanism effectively supports the school's development. Governors monitor value for money effectively before and after allocations are made. They investigate the sources of best value, for example in obtaining competitive tenders. Checks on value for money are then followed through. The chairman of governors receives current budget reports and he and the headteacher closely monitor the budget and any variations between actual and planned spending that may arise. They reconcile these differences successfully. Reports are given to the full governing body at termly meetings. Specific grants, including funds attracted by pupils with special educational needs are appropriately directed and used specifically for the intended purpose. The school plans the strategic use of its financial resources very carefully; this is important as the school's spending is low in comparison with schools nationally. Financial and administration systems are efficient. The most recent auditor's report pointed out minor issues which have now been addressed.
67. Staffing, accommodation and learning resources are adequate for the satisfactory delivery of the National Curriculum and religious education, with some areas of strength in each aspect. Members of staff are suitably trained in all aspects of their teaching needs and in-service training consolidates their individual needs. The provision of support staff is good and they are very effectively employed. The induction programme for new staff is good, with suitable time allowed to permit access to other teachers to study and learn from their good and effective practices. The mentor system for newly qualified teachers is well established and effectively monitored and all staff offer help and support as required. The team spirit in the school is good and the induction programme allows good training into the teacher's role. All staff have completed the first stage of appraisal and the headteacher now holds annual professional development discussions whilst they await new national guidelines.
68. Accommodation in the school for the delivery of all aspects of the National Curriculum is satisfactory, although the working conditions for some staff are unsatisfactory as they have so little room to move, or even to sit. The large class sizes in the three Year 5/6 classes, with up to 36 pupils are much larger than is ideal, although teachers through their skills and organisation, are able to minimise any effect on pupils' learning. Only one Year 5/6 class is situated in the main building. This classroom is particularly small, and inhibits the use of larger equipment, particularly for practical work in design and technology, science and art. This is also true of the

very small reception class areas. The isolation of the terrapins is also less than ideal, although the specialist music, cookery and library areas are useful in providing space for other activities. The interior of the building is bright and well maintained. It provides a pleasant working environment, and staff have imaginatively provided stimulating and attractive displays. The outside fields grounds and playgrounds provide good quality facilities for pupils recreation and physical education needs. The school is well maintained, in very good clean condition and free from litter and graffiti. The pupils show concern for their school and their environment and provide good support in this area.

69. There are generally good quality and sufficient resources in all subjects of the curriculum. The age and range of books in the library has improved since the last inspection, and the range of visits and visitors from and to the school is extensive, and continues to make a good contribution to pupils' learning.
70. Overall, the quality of accommodation and learning resources has shown some improvement since the last inspection particularly in resources. The accommodation has similar inadequacies in the areas for reception children and Year 5/6 classes to those identified before.

The department for pupils with special educational needs

71. Provision for pupils with moderate learning difficulties at the school is good. This has been maintained since the last inspection. Provision is centred around two withdrawal classes for the 19 pupils who work in the department, 17 of whom have statements of special educational needs. The pupils come from the surrounding area to this school for specialist teaching. Pupils are taught in the withdrawal classes generally in the mornings for literacy and numeracy. They are fully integrated for all other aspects of school life into their peer group. Almost all pupils in the department are from Key Stage 2. The department is well resourced, and very well presented. Good displays of pupils' work enhance the accommodation. The attainment of the pupils in this department is below average due to their known moderate learning difficulties. However they make good progress in all aspects of work in the department.
72. Pupils' literacy skills are fostered through structured activities based on the national guidelines. Pupils work from objectives for earlier years. For example, the younger pupils from Years 3 and 4, usually work from the objectives for pupils in reception and Year 1, whereas the older pupils in Years 5 and 6, work from the Year 2 and 3 objectives. This is entirely appropriate in relation to their special needs. The younger pupils are beginning to read simple texts, recognise letters and sounds, and use simple phonic techniques to help with their reading. They write their own names and use word books to help with spellings. Older pupils read simple texts accurately and use a range of strategies to support reading. They are developing a good joined style of writing, write an appropriate amount in lessons, and spell monosyllabic and some more difficult words accurately. They use dictionaries well. Pupils in the department have under developed speaking and listening skills, but they work hard to improve these, and enjoy listening to stories.
73. Pupils' numeracy skills are fostered through daily practical activities in which they explore money, shape, space, measures and numbers. They use effective resources to help them to understand their work. For example pupils in the younger class use number lines to help with counting activities. They are able to count on, and back from a given number using these resources. They use effective large resources to make simple addition and subtraction to 5 achievable. Pupils in the older class undertake very effective practical money operations as they work towards understanding of multiplication of 10. They show high levels of enjoyment in the good activities, and clear evidence of learning during the lesson.
74. The quality of teaching in the department is almost always good, with many very good features to promote progress. Teachers have very good knowledge of the needs of pupils with moderate learning difficulties, and because of this, pupils make good progress. They design clear and specific learning targets which are closely matched to pupils' individual statements. This ensures that each pupil works towards his or her own goal, and that progress can be monitored and

measured. The good practical activities, based on a range of multi-sensory resources ensures that pupils can understand and follow the lessons. For example in one lesson pupils were encouraged to make simple addition and subtraction sums using small mats on which numbers and symbols had been drawn. The tactile nature of this exercise kept pupils interested, and ensured that they understood what they had to do. Also in another lesson pupils were given a range of sequencing activities as they sought to put a story into a logical order. The multi-sensory nature of the activity in which pupils cut, ordered and stuck their sentences assured success.

75. Teachers manage pupils well, and they have very positive relationships with them. Because of this, pupils behaviour in the department is good, and often very good. They stay focused and they concentrate well, and show high levels of interest in all aspects of their work. Support staff have an important role in the support of pupils, both in the department and in the afternoon integrated provision. They know the pupils well, and provide very high quality support. This helps to maintain the quality of the provision.

76. The special needs department is effectively managed and well led. This has a positive impact on the work of the school as pupils are well supported when the return to their peer group in the afternoons. This means that the pupils can work with their peers on all other aspects of school life, and equality of access is assured.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue the very good improvement already made, the staff and governors, working with the local education authority, must now:

1. Ensure that teachers have a satisfactory basis for planning their lessons in art and design and technology by:
 - a. devising, or refining the policies for these subjects so that everyone knows what is to be done, and why
 - b. devising appropriate schemes of work so that staff know how work is to be taught, and when. This will ensure pupils' sound acquisition of knowledge and understanding and skills in these subjects
 - c. devising appropriate assessment procedures so that teachers know what the pupils have learned.(paragraph no. 124. 132. 133)
2. Continue to develop staff's skills in information and communications technology, so that they can teach this subject more effectively. This is a significant part of the school's current school development plan and so is already being addressed.
(paragraph no. 23. 117. 146. 147)
3. Improve pupils' spiritual development by:
 - a. ensuring that lessons in religious education have a suitably spiritual element and are not just instruction in the facts of the various religions.
 - b. ensuring that all pupils attend acts of collective worship
 - c. increasing opportunities within subjects for spiritual development.
 - d. improve the monitoring of this aspect(paragraph no. 8. 33. 37. 163)
4. Seek ways to improve the classroom teaching space, especially for children in the reception classes and in the classrooms for pupils in Years 5 and 6. This is an ongoing problem for the school and they have already considered ways of addressing this issue.
(paragraph no. 9. 24 26. 70. 77. 123. 131)

Other issues which should be considered by the school

These are less important issues, but should be considered and acted upon in order to attain the excellence to which the school aspires.

1. extend the role of the deputy headteacher to enable her to participate more in the day-to-day organisation of the school, and in the management of the curriculum.
(paragraph 27. 59. 62)
2. improve the organisation of the provision for personal, social and health education, ensuring that there is an appropriate policy and that a scheme of work is consistently followed. (paragraph 35. 47.)
3. devising more rigorous evaluation procedures for school development planning, so that it is clear what has been done and how effectively. (paragraph 63. 68)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	87

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	16	63	20	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)	70	314
Number of full-time pupils eligible for free school meals	N/A	1

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	19
Number of pupils on the school's special educational needs register	4	80

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

		Year	Boys	Girls	Total
		Number of registered pupils in final year of Key Stage 1 for the latest reporting year		1999	28
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	27	28	28	
	Girls	20	20	20	
	Total	47	48	48	
Percentage of pupils at NC level 2 or above	School	98 (95)	100 (96)	100 (98)	
	National	82 (80)	83 (81)	87 (84)	

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	27	26
	Girls	20	20	20
	Total	47	47	46
Percentage of pupils at NC level 2 or above	School	98 (96)	98 (95)	96 (93)
	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

		Year	Boys	Girls	Total
		Number of registered pupils in final year of Key Stage 2 for the latest reporting year		1999	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	15
	Girls	17	12	18
	Total	28	25	33
Percentage of pupils at NC level 4 or above	School	65 (85)	58 (71)	77 (78)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	15
	Girls	17	12	17
	Total	65	25	32
Percentage of pupils	School	65 (83)	58 (85)	74(80)

at NC level 4 or above	National	68 (65)	69 (65)	75 (72)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	299
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.1
Number of pupils per qualified teacher	23.9
Average class size	31.4

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	159.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35

Total number of education support staff	2
Total aggregate hours worked per week	57.5

Number of pupils per FTE adult	11.7
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	568476
Total expenditure	560645
Expenditure per pupil	1419
Balance brought forward from previous year	22387
Balance carried forward to next year	30218

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	388
Number of questionnaires returned	148

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	47	3	1	0
My child is making good progress in school.	35	51	9	3	1
Behaviour in the school is good.	40	57	1	0	1
My child gets the right amount of work to do at home.	19	50	20	3	8
The teaching is good.	41	51	3	3	2
I am kept well informed about how my child is getting on.	23	53	18	5	0
I would feel comfortable about approaching the school with questions or a problem.	47	41	7	5	0
The school expects my child to work hard and achieve his or her best.	46	43	6	2	3
The school works closely with parents.	22	51	16	7	3
The school is well led and managed.	44	47	5	1	3
The school is helping my child become mature and responsible.	34	57	3	1	4
The school provides an interesting range of activities outside lessons.	34	35	9	5	17

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

77. Provision for children under five in the nursery and in the reception classes is good. Seventy children attend part-time and they make at least satisfactory, and often good progress. A broad and balanced range of activities is provided based on the key objectives from the foundation stage of learning. Children are offered four terms in the nursery on a part-time basis, and they enter the reception class in the term in which they will be five. They attend part-time at first. All children in the nursery and the reception class have equal opportunities to the activities on offer, and good provision is made for those children who have special educational needs. Children often make good progress during their time in the nursery and reception and by the time that they enter full-time schooling they attain above average standards overall, in almost all areas of learning for children of that age. The under five's accommodation is good, with space for all areas of the curriculum to be explored including effective outdoor play areas. However the number of pupils in the nursery groups is large, and this sometimes inhibits the amount of time that the teacher can spend with each group. The areas for the reception children are rather cramped.
78. Provision for children's **language and literacy** development is good, because the teaching is good. Teaching is relaxed and children want to learn. Children enjoy books, listen well to stories, and talk about their own experiences with confidence. They explore a wide range of drawing and writing activities through play situations, for example children in the nursery write letters to Postman Pat as part of a topic on the Post Office. They practise writing their own names on their letters, and enjoy playing at being the postman. Children's concentration during literacy sessions is good, due to the effective approach used and to the use of good resources. Children's literacy and communication skills are above average for pupils under five. Higher attaining children can write their own name clearly and legibly, they know many sounds and recognise several simple words. They tell their own stories by using pictures. Lower attaining children are beginning to recognise their own names as well as the names of others in the class. They identify pictures of characters that they know and they talk about their play and their stories.
79. Provision for children's **mathematical development** is also good, because the activities are interesting. Children have many opportunities to develop number skills, and to learn about colours, shapes and measures. They explore sand and water in every day play situations. They explore ways to count, order and match bricks, shapes and coins. They use the correct words as they compare two shapes. Children in the nursery are beginning to count to 10 and many higher attaining pupils can recognise these numbers. They name several simple shapes, such as squares, circles and triangles. In the reception classes children under five are beginning to order numbers to 20, and undertake simple addition and subtraction to 10. By the time they reach the age of five almost all pupils attain at least average standards in numeracy, and many achieve above average for their age.
80. Children's **personal and social development** is good because of the wide range of daily activities such as sharing and turn-taking, and also discussion and questioning. Children are polite and responsive to adults, and caring towards each other. They play together very well, and they show high levels of maturity as they work in two's to complete puzzles, or as they play the roles of postman and customers.
81. Children develop their **knowledge and understanding of the world** around them through many good activities which promote awareness of the past, the present, the local environment and technology. Staff provide an interesting range of activities to interest children. Children use magnifying glasses well to look at aspects of the natural world. Effective cookery activities promote understanding of how materials change when heated. For example, a group of nursery children making biscuits were aware that heat changed their mixture from soft to hard, and that the cooker was 'very hot'. Children in the nursery and in the reception classes use computers to cause

an effect and to learn how to control certain actions. However they do not have enough opportunities to do this on a daily basis, and so their progress is not as good as it could be. Children know about the times of the day, they identify play time and dinner time, and they talk about the weather with appropriate vocabulary.

82. Children practise their **physical skills** daily as they use a wide range of outdoor equipment. Their physical skills are satisfactory. Staff encourage them to be adventurous. Children play well together as they ride bikes, take turns at using different machines and give each other turns. They use the hall regularly to improve their physical skills of running, jumping, and climbing, and their catching and throwing skills. They show high levels of enjoyment and sociability as they share and applaud each other's efforts.
83. Children's **creative development** is fostered every day through different media. Their creative efforts are of a high standard as they paint and draw recognisable people, and objects. They use colours well and show accuracy in their reflection of the things they draw. They enjoy using a broad range of resources, and construct effective three dimensional structures. They enjoy singing and making music. For example they attain high standards as they take part in whole class singing sessions in the nursery. They sing in tune and know the words of many simple songs and nursery rhymes.
84. There has been satisfactory improvement in the provision for children under five at the school since the last inspection. Standards have been maintained. A wide range of staff training has been implemented, and some good entry assessment procedures have been adopted. Almost all aspects of learning for children under five are good. However too little emphasis is placed on the development of children's computer skills.
85. The quality of teaching in the nursery and reception classes is consistently good. Teachers plan their lessons well, and base their teaching on appropriate objectives for children of this age. Teachers and support staff have a good knowledge of the needs of children under five. They provide exciting activities daily, and these help to keep pupils well motivated and enable them to enjoy their school life. Children are well cared for and feel safe and secure. Parents appreciate this. The good relationships help to foster a positive ethos in which children can learn effectively. The consistent monitoring of the achievements of each child ensures that work is well matched to their abilities, and that all children, including those with special educational needs make good progress. Effective leadership of the under five's provision ensures that all staff are aware of procedures, and that daily progress is well monitored.

ENGLISH

86. Overall standards in reading, writing, and listening and speaking are above the national average at the end of both key stages. Boys do better in English compared with boys in most schools. The National Curriculum test results at Key Stage 1 show that pupils consistently attain higher than average standards. The National Curriculum test results at Key Stage 2 do not give a true picture of the standards attained, but, when assessing the results for those pupils without known special educational needs, standards of attainment are higher than average. Inspection evidence, including lesson observations, scrutiny of work and discussion with pupils shows this quite clearly.
87. The previous inspection report noted some shortcomings in the teaching of English but these have been overcome. For example, the last report said that higher attainers at Key Stage 1 sometimes under-achieved in reading, owing to a lack of challenge and the too-rigid use of the reading scheme. This is not the case now. The report also said that some teachers were insecure in teaching writing and this is no longer so. The teachers have a clear idea of the levels at which pupils are writing and they know what they should do to improve these. The quality of teaching is now consistently good and usually very good. This has had a great impact on standards of attainment.

88. Throughout the early years, teachers are very good indeed at getting pupils to master the basic skills required in reading and writing. They have high expectations of their pupils, with whom they have good relationships. Because of this, pupils are encouraged to work as well as they can. The teachers also have a good knowledge of pupils' needs based on a thorough analysis of their work and good assessment procedures. They mark written work conscientiously and constructively and this helps pupils to know what they have to do to improve. The majority of classes contain pupils of different ages but the teachers give a lot of thought to setting tasks that are matched to their prior attainments and, in this, they are greatly assisted by the classroom assistants, with whom they work closely. Teachers who are responsible for pupils of the same age in different classes or sets also collaborate well. Most teachers have a good knowledge and understanding of the requirements of the National Literacy Strategy.
89. As a result of the effective teaching of reading in Key Stage 1, the majority of pupils have good phonic skills which they apply well when tackling unfamiliar words. The majority of seven-year olds can read their own work accurately and competently. The higher attaining pupils are also capable of expressive and responsive reading and develop an interest in and enjoyment of children's literature. They also know how to use the contents page or an index to locate information in reference books. They are greatly helped in developing their reading skills by the care taken to ensure that they always have books to read and by the opportunities they are given to read to teachers, adult helpers and to their parents.
90. Pupils at Key Stage 2 continue to be encouraged to read and to use the library which is well stocked with books. By the end of the key stage, the large majority are capable of interpreting the themes and ideas they encounter in fiction and they extract information from non-fiction texts confidently. They have opportunities to read silently every day and pupils who are judged to need additional help with reading are heard to read by adult helpers. In one case observed, however, pupils in Year 6 were withdrawn from a well-organised plenary session in a literacy hour to be heard reading. This was not to their advantage, particularly as the approach taken to hearing reading was not one that identified their individual reading difficulties.
91. Writing is also well taught. In the reception class, pupils are given opportunities to develop the good skills of letter formation that are established in the nursery. They are also given opportunities to write coherent texts as soon as they are able. Well-focused attention is given to handwriting and spelling as soon as this is appropriate and this practice is maintained throughout the school. In the previous report, the teaching of handwriting in Key Stage 1 was said to need improvement. This has been done very effectively, partly as a result of a skilled evaluation of practice carried out by the English co-ordinator. By the end of key stage, higher attaining pupils are using a joined, fluent style of writing. Their written accounts are clear and well-organised and make use of accurate punctuation. Sentences are sequenced well and connected in interesting ways. Pupils make effective use of word books and word banks and can use a dictionary if necessary. They are encouraged to present their work neatly, particularly in cases when this will be displayed.
92. The older pupils in Key Stage 2 are able to tackle a good range of different types of writing including, in the top set, metaphorical poems and play-scripts. In the top two sets, in particular, the pupils make effective use of word-processing to present examples of extended writing. Standards of writing, particularly in the top two sets, are above average for the age group, for example, with respect to the accuracy of their punctuation and spelling. Pupils in each set benefit from teaching which is based on sound assessment and which generally involves the setting of tasks which are appropriate to the pupils' levels of attainment.
93. From the early years, pupils were observed to talk confidently. They listen to their teachers and respond well to the instructions given them. In the reception classes and Year 1, the majority of pupils are able to describe what they have done audibly. In Key Stage 1 generally, pupils listen with great interest to stories read to them and they are eager to make comments on what they have heard. At both key stages, most pupils are also able to read aloud confidently. However, they are not always given opportunities to talk about what they had learnt in plenary sessions in the literacy hour and there were relatively few instances observed when pupils were able to use sustained talk

for purposes of explanation or reporting when communicating with different audiences. However, pupils in Year 6 are aware that they will be participating in a school performance at the end of the year and younger pupils also have opportunities to participate in drama activities. They thus learn to value performance that involves the effective use of tone, pace and style in speaking. The extra-curricular activity in drama has a very positive effect on some aspects of speaking. The formal curriculum for the teaching of listening and speaking needs revision in the light of the impact of the National Literacy Strategy and this is a priority recorded in the school's Action Plan for English, as is the need to ensure that pupils have opportunities to do extended writing across the age-groups.

94. The English co-ordinator and literacy co-ordinator have collaborated well, with the headteacher, in monitoring the teaching and learning of English, particularly in the context of the literacy hour. They have also ensured that there is a good supply of resources, including library resources, for the teaching of English. The school has set appropriate targets to raise pupils' attainment in English over the last few years. The analysis of what has been achieved, and what is possible is working.

MATHEMATICS

95. Standards in mathematics at Key Stage 1, as measured by the National Curriculum tests, have improved over the last three years from above average in 1997 to well above average in both 1998 and 1999. It is worthy of note that all pupils gained Level 2 or above in 1999. Teachers' assessments were accurate and matched these results. The school was in the top five percent of schools nationally. These high standards of attainment match standards seen during the inspection.
96. At Key Stage 2, the results of the National Curriculum tests indicate a different situation., with grades indicating that pupils attainment at levels below those expected from the Key Stage 1 results. The statistics cannot be taken as a true picture of pupils' attainment. It should be noted that the percentage of pupils gaining the higher Level 5 was close to the national average. The percentages of pupils with statements and of pupils on the special needs register is an important factor in the statistics that suggest declining standards. Pupils without special educational needs, currently in Year 6 are working at levels that are above the national expectation at all levels of attainment. The school has also raised its targets for the year 2000 to 75 percent predicted to reach Level 4 and 22 percent to achieve Level 5.
97. At the time of the last inspection, standards at the end of Key Stages 1 and 2 were judged to be in line with the national average. A weakness was pupils' ability to use and apply mathematics throughout the school. Progress at Key Stage1 was good but at Key Stage2 progress was less marked. The situation has improved and all pupils, including higher attaining pupils and those with special educational needs, now make at least satisfactory and often good progress and many achieve standards that are above expectations. During the inspection there was no significant difference observed in the performance of boys and girls.
98. At Key Stage 1, pupils show a good understanding of number. They understand place value and apply their knowledge well when placing large numbers in order. Higher attaining pupils begin to use inverse operations and know that subtraction is 'the opposite' of addition. They are proficient at adding numbers greater than 100 together and have developed sound written methods to do this and use their knowledge of place value well whilst calculating the answers to these sums. This is well applied further when solving problems. They are good at working out how to find a method to work out the answer to a question by picking out key words in the problem that indicate how to find the answer. This is an improvement on the attainment found in the last report. Pupils have good knowledge of other areas of the mathematics curriculum. They accurately measure length and weight using both standard and non-standards units. They have a good idea of shape and use their knowledge well when recognising and naming different shapes. They collect data accurately and make appropriate graphs to represent this. All pupils, higher, average and lower attaining pupils work at levels that are generally high when compared with expected levels.

99. At Key Stage 2 pupils further develop all areas of mathematics successfully. They develop their number skills well. Higher attaining pupils understand and use factors of numbers and index notation to find prime factors, highest common factors and lowest common multiples of two numbers. Pupils have a good command of place value in larger numbers and use this well in performing calculations such as long multiplication and division with numbers greater than 100, or between ten and a 100 for some lower attaining pupils. Pupils' knowledge and understanding of vulgar fractions, decimals and percentages develops well throughout the key stage. All pupils work with fractions at levels that are appropriately high for them, and higher attaining pupils convert from one form to another as a matter of course. This is also an improvement on the situation at the last inspection.
100. Pupils apply their number skills well in solving problems and, because they feel competent and confident with number, they are able to concentrate on problem solving techniques. They use approximations well and accurately round a wide range of numbers to the nearest ten, hundred or thousand. Pupils have good knowledge of other aspects of mathematics. They have a good understanding of measuring both length and angles accurately. This enables them to construct a wide range of accurate shapes when given specific measurements. Higher attaining pupils have a good knowledge of different angles and are able to calculate missing angles in shapes and in parallel lines. Pupils have a good knowledge of area and volume and calculate these in an appropriate range of two and three-dimensional shapes. They know a lot about shape and work confidently in this area of mathematics. This is linked well with measuring skills to achieve good standards, such as calculating missing angles and accurate constructions. Their knowledge and understanding in both reflective and line symmetry is good and enables them to accurately identify different symmetries in shapes and which shapes have a rotational symmetry. They are able to use this to identify which angles for example are equal in shapes. Pupils use probability well and identify likely and less likely events accurately.
101. The quality of teaching is good overall at both key stages; some instances of excellent teaching were seen. As the teaching is good, the learning is good. Behaviour is good and often very good in most lessons, during the individual work session or in whole class discussions, and this has a beneficial effect on learning. High levels of interest are maintained and pupils work quietly and purposefully. However, pupils occasionally call out inappropriately and sometimes become restless when their teachers' exposition is lengthy. At these times some pupils may lose their attention and do not fully concentrate.
102. Teachers' knowledge and understanding is good. They develop good mathematical practice and create a firm foundation on which pupils can build further knowledge and understanding. Teachers also use questions effectively and effectively guide pupils to enable them to explain clearly their answers. In the best lessons, teachers have a lively, active approach and this encourages pupils to join in with enthusiasm. There is a sense of enjoyment and urgency and pupils respond positively. Pupils are keen to participate in question and answer sessions and are keen to show their skills in front of the whole class. Teachers' planning is good. Tasks are challenging and effectively stimulate pupils' thinking. There is generally an appropriate balance of listening and doing that allows pupils an appropriate amount of time for their own work and to apply the knowledge that they have learned. Follow-up-activities are linked well to the main teaching and learning points. In middle sets, pupils at different year groups are sometimes given the same task; staff are aware of the need to note this in subsequent planning during the next year. The good use of assessment provides a good basis to overcome this.
103. Objectives made clear at the beginning of lessons help to clarify learning and inform pupils of what they are to learn in the lesson and sometimes pupils are aware of what they should be doing at the end of the week. Teaching methods are good. Direct teaching is effective as it constantly reinforces the lesson's objectives and target vocabulary. Plenary sessions are purposeful and directly linked to earlier work.
104. Support staff are generally used effectively and contribute well to the good progress that pupils make in lessons. Sometimes they are not fully employed during teacher exposition. Very good use

of on-going assessment during the lesson so that the strengths and weaknesses are accurately recorded and acted upon at a later stage. This also gives pupils a good idea of how they are getting on. Occasionally, better use of mistakes could have been made to challenge and develop pupils' thinking further.

105. The leadership and management of mathematics is very good. The co-ordinators identify teachers' training needs such as improving their skills in teaching mental maths and plenary sessions. The National Numeracy Strategy is well implemented; this has had a direct impact on the improved standards of attainment. All pupils, including those with special educational needs have equality of opportunity to the full curriculum. The quality of day-to-day assessment of the pupils in lessons is good. It is evident and effective in identifying strengths and areas for improvement of individual and groups of pupils.

SCIENCE

106. The 1999 Key Stage 1 teachers' assessments indicate that standards attained by 7 year olds are above the national average and broadly in line with standards in similar schools. Whilst the percentage of higher attaining pupils was broadly in line with the national average it was slightly below the results of similar schools. The National Curriculum tests for 11 year olds show that standards overall are in line with the national average, but well below when compared with similar schools. Although these results included those pupils who had special educational needs, and are not a true reflection of attainment. The percentage of pupils at Key Stage 2 who attained higher than expectation, was above the national average. The attainment of boys and girls is comparable. Over the last four years the pupils' performance in science has exceeded the national average. Evidence from the inspection shows attainment, overall, at the end of both key stages to be above the national average. The standards of attainment are higher than those at the last inspection. All pupils, including those with special educational needs, make satisfactory progress.
107. Attractive displays of work show that the youngest pupils in Key Stage 1 recognise and name parts of plants and make detailed observational drawings of objects such as twigs, buds and shells. They grow seeds and extend their vocabulary with words such as 'germinate'. They learn about the life-cycle of living things such as humans and frogs. The pupils show their excitement as they go on mini-beast safaris in the school grounds. This activity is well supported by parent helpers and classroom assistants, and their contributions enhance the quality of teaching and learning. The pupils learn to handle living things with care and they are beginning to appreciate that different mini-beasts are found in a variety of habitats.
108. The pupils' books show that by the end of the key stage they can identify the characteristics of common materials. They use their senses to describe objects as cold, warm, rigid or flexible and then sort them into groups in a variety of ways. There is evidence of further work on plant growth. Now they explore the conditions required for growth. Careful records of their investigations are made through annotating sketches and they use mathematical skills, such as measuring, to record the height that seedlings grow under different conditions. The pupils give simple explanations for the different rates of growth such as the absence of light reducing the height that the plant achieves.
109. At Key Stage 2 the younger pupils develop their knowledge and understanding of forces. They learn about the benefits of friction and also the problems that it can cause. They explore how different surfaces affect the distance that a marble will roll and record their results in a bar chart. They enthusiastically help to plan an investigation designed to find out which ball bounces the best. Careful questioning by the teacher helps them to recognise when a test would be unfair, to make predictions about the likely outcome of their work and select appropriate equipment for the activity. They show an awareness of the fact that gravity pulls things down to earth and appreciate that a ball will bounce differently on a range of surfaces.
110. Older pupils extend their knowledge of forces by testing the strength of different card shapes. They are able to make generalisations such as, 'The thicker the card then the stronger the shape will be.'

They learn that triangular structures help to increase the strength of objects and that these can be found in pylons and buildings. Their work in design and technology is used in science when they test the strength of their bridges. A significant number are able to discuss the effects of balanced and unbalanced forces and the higher attainers, even some of those still in Year 5, are beginning to talk theoretically about what is happening, for example, as they push harder on a wall.

111. A scrutiny of their books shows that the higher attaining pupils in Year 6 develop their literacy skills as they summarise information in reference books to explain how day and night occurs. They are able to simplify the information required to explain the life cycle of a star. Pupils respond to the encouraging and constructive comments written by their teachers. Most are developing their understanding of what makes a test fair and they are able to suggest a few obvious things that need to be kept the same, what needs to be changed and measured. They do this when they investigate electrical circuits presented in the form of circuit diagrams.
112. The quality of teaching at Key Stage 1 is never less than satisfactory and is occasionally good. Lessons are interesting, and contribute to pupils' good learning. For example, when pupils go on a safari hunt in the school grounds. This captures the pupils' attention and they learn in an enjoyable manner. Lessons are introduced well and pupils are made aware of what they are going to learn. Detailed planning provides a good structure to the lesson and effective use is made of assessment, to improve pupils' learning. Classroom assistants provide very good support for children with special educational needs and tasks are suitably differentiated to suit individuals' needs.
113. At Key Stage 2 the quality of teaching is good, and this is an improvement since the last inspection. Careful planning that combines knowledge and skills from a range of subjects ensures good learning and ensures that assessment is used to inform future provision. Combining subjects helps pupils to see the relevance of their learning and provides opportunities for them to apply their skills in a range of contexts. Pupils are expected to work at a brisk pace and they are clear about what they have to do and the gains they will make in their learning. There is an encouraging absence of over-prescriptive worksheets and pupils are allowed to work creatively as they record their findings in drawings, charts and graphs. This quality of teaching is dependent upon good relationships between the teacher and pupils and between the pupils themselves. Such relationships allow teachers to be relaxed and they are able to add humour at appropriate points without losing control. This helps to maintain the pupils' interest and motivation. Explanations are clear, scientific language is emphasised and focused questions are used to challenge the pupils' thinking. Many of these features were noted in a science lesson when pupils were investigating how well different balls bounced. The opportunity, however, to allow one group of pupils to follow their own line of investigation was not seized.
114. Pupils learn well in their science lessons. They are clearly interested in the tasks provided and they co-operate effectively in group work even when large numbers are involved in practical work. They share resources without any fuss and handle them with care. They concentrate for long periods as teachers hold their attention through their enthusiastic approach and high expectations of behaviour. Pupils take pride in their written work and other forms of recording. Older pupils ask pertinent questions and they are able to contain their excitement even when water is being used. This is evident when some pupils in Key Stage 2 investigate the forces acting on objects in water.
115. The teaching of science has some significant strengths. Teachers plan in teams and share their expertise. Planning ensures that pupils of similar age have equality of provision whilst those of differing attainment are appropriately challenged. Good use is made of the school grounds. A rolling programme of topics, related to National Curriculum programmes of study, ensures that provision meets statutory requirements. However, there are heavy demands on resources when three parallel classes all require equipment at the same time, for example, when bridges and card shapes are tested for strength.
116. The use of assessment has been much improved since the last inspection.. The analysis of the pupils' performance in last year's National Curriculum tests for 11 year olds has helped to identify the aspects pupils found difficult. It also shows that there is no noteworthy difference between the

performance of girls and boys. The findings of the analysis have recently been used to compile a short programme of revision.

117. The last inspection report indicated that in some Key Stage 2 lessons progress was unsatisfactory owing to disruptive behaviour by some pupils. This issue has been satisfactorily addressed with the quality of teaching now having a positive effect on the standards of behaviour. At the time of the last inspection no monitoring of teaching and learning had taken place. Monitoring has now identified the need to share an understanding of the demands made by Attainment Target 1 (investigations), but as yet this has not been done. The necessary samples of work, however, have been collected. The identified need to improve the level of differentiation is now met largely through the teaching of groups based on prior attainment. There is insufficient use of information and communications technology to enhance the pupils' learning through the provision of opportunities to sense and log physical data such as sound and light levels and changes in temperature.

ART

118. Standards achieved by the pupils are in line with national expectations and pupils make satisfactory progress. Some good work was seen on display in classrooms and in public areas, indicating some areas of strength for a significant number of pupils at all stages of the school. This is about the same as judgements made at the time of the last inspection.
119. At Key Stage 1, pupils effectively learn a wide range of art skills. These include drawing and sketching with a range of media including pencil, pastel and charcoal. They learn to mix colour to give variety in depth of tone and know what colours to mix to produce different effects. This was used particularly when they produced a colour wash resembling a colourful sunset and then using straws and non-toxic black paint, blew paint into the shape of a bare tree. This gave an impressive silhouette effect. Pupils learn from paintings of famous artists. Current work involves studying Renoir's paintings. Pupils have produced some interesting umbrella paintings inspired by Renoir. Drawing is developing well and their drawings show that they are able to preserve shape and scale and are beginning to be able to include light and shadow. Observational drawings of shells and some of daffodils illustrate this well. Pupils choose 'cold' colours in their winter collages which convey mood effectively.
120. Pupils at Key Stage 2 develop and apply these skills effectively. Younger pupils produce pieces of abstract art, which show good imagination and a sound sense of colour blending. They also produce geometric patterns in the style of Mondrian, which further demonstrate these skills. Observational drawings of baskets of fruit, using pencil illustrate that pupils' skills have developed further and that they have a sound sense of shape, texture and form. Pupils have further developed their skills by the end of the key stage. They widen their use of a range of media and use watercolour well to produce good paintings of animals in their natural settings. Groups of pupils sketch together, and this benefits social development.
121. The quality of teaching is satisfactory overall with some areas of strength. Because of this, the pupils' learning is sound, and sometimes good. The majority of pupils concentrate with little or no intervention from the teacher, and they generally behave very well. This enables teachers to support pupils effectively whilst they are working. However pupils occasionally had to be reminded to be less noisy during the lessons. Pupils handle resources carefully and share these in a mature manner. They work with enthusiasm and interest.
122. Most planning is very detailed and shows how learning is linked to the National Curriculum, what new vocabulary pupils will learn, any opportunities for the assessment of pupils' work and details the role of support assistants. The lesson objectives are shared with pupils and often written on the board. Teachers generally have good subject knowledge and lead pupils successfully through the stages of their work when needed. Intervention is appropriate and pupils who are able to, work independently.

123. Pupils learn well because of the effective supervision by adults. Staff make good efforts to overcome the limitations of the accommodation that could prove difficult with large class sizes. Teachers make good use of the final plenary session to comment on the quality of pupils' work. The last report stated that teachers' expertise varied and some teachers would benefit from further training. This weakness has been fully addressed and now there is no reason to doubt teachers' capabilities. The art co-ordinator is a specialist trained art teacher and has helped teachers cope with the teaching of skills and in the planning of their work.
124. There is a scheme of work in art and appropriate guidelines for the work of teachers in planning. However there is still no policy, as at the time of the last inspection, to outline the teaching of art and to ensure pupils' progressive acquisition of skills.

DESIGN AND TECHNOLOGY

125. As reported in the previous inspection, all pupils continue to make satisfactory progress and they attain standards that are in line with national expectations. As very little design and technology appeared on the timetable throughout the inspection these judgements have been made on the basis of talking to teachers and pupils, from a scrutiny of photographic evidence of earlier work and the items currently displayed around the school. Work retained at Key Stage 1 shows that products are finished to a high standard and evaluated against the original design. At Key Stage 2 pupils are asked to undertake research on bridge design by watching videos and the use of reference books.
126. At Key Stage 1 the youngest pupils combine their science and technology work to explore the conditions required for plants to grow. They design and construct model greenhouses to test their ideas. They are asked to select the items that they will use from a collection of both waterproof and absorbent materials. The vast majority achieve this with little or no assistance. Teachers avoid correcting mistakes in order that pupils are able to learn from any inappropriate choices. They learn to cut and fold as they make cards in preparation for Mother's Day and use textiles creatively when making hand puppets. Classroom assistants and parent helpers are made aware of the necessary challenges and the level of independence that the subject requires, and effectively support much of this work.
127. Pupils in Year 2 use literacy as a starting point for their work. They read poems about the Chinese New Year celebrations and then go on to design and make festival dragons from a range of papers and wooden dowel. The quality of their work is noteworthy. Again they are expected to make choices with regard to the materials that they will use and they discuss pictures to help them in their research. Role-play is cleverly used to evaluate their finished work as they enact a street parade when the dragons are put through their paces. Whilst constructing their models, pupils demonstrate some good pasting skills to join the various parts of their models and they begin to cut with greater precision. They learn how to fold paper to allow the dragon's legs to have a degree of movement. However, the finished work lacks a little individuality in that many are similar in design. During a visit to Windsor the pupils sketch aspects of the castle's walls and drawbridge. In follow up work they use a computer programme to create their designs and work effectively in groups to construct their model castles.
128. The younger pupils at Key Stage 2 combine their history and technology by sewing Victorian samplers. These are neatly finished and creatively designed with respect to colour combinations. They investigate how products such as pop-up cards and torches are manufactured by carefully taking them apart. They go on to design and make their own paying attention to detail such including a reflector behind the bulb. Older pupils measure with greater accuracy and assemble their work with care. This is evident when those in Year 5 and Year 6 construct bridges. The quality of the designs by pupils in Year 5 and 6 is satisfactory but is insufficiently detailed with regard to the inclusion of sketches from different viewpoints. This lack of attention to detail means that pupils have few opportunities to clarify their thinking when they design motorised vehicles.

They are also given too few opportunities to test the way in which the axles and wheels were to be assembled, and to form hypotheses about which is best.

129. A discussion with pupils in Year 6 showed that there is some inconsistency in the demands made by their teachers with respect to the depth of their evaluation when judging the quality of their finished work. This means that pupils are not good enough at evaluating their work. As yet they do not always produce step-by-step plans identifying the main stages of their work.
130. The pupils' response to design and technology is good and this leads to sound learning. Pupils show a keen interest in the tasks set and willingly share experiences with each other. Their perseverance, when work is challenging, enables them to eventually succeed. Older pupils helping to create their own costumes and headgear enhanced the very successful music and drama production, 'Rats'. A number of Tudor house models are displayed around the school. These were built at home with the help of parents. This activity created a shared learning experience and they were finished to a very high standard.
131. The school is fortunate to have a dedicated food technology room. However, the small sizes of some classrooms inhibits pupils' movement and does not lead to the best way of working in other elements of design and technology. Practical activities are very difficult and this impedes learning.
132. All pupils learn about health and hygiene as they prepare and combine their ingredients. They apply their mathematical skills by weighing and timing and learn to use a variety of kitchen tools safely. Much of this work is again well supported by other adults. The pupils in Year 5 prepare an annual banquet for those in Year 6. The type of food prepared reflects the focus of their history work be it the Tudor period or the Egyptians. This work, however, tends to involve merely following recipes as opposed to using the various ingredients creatively, as required by the programme of study for food in design and technology.
133. Resources are sufficient and conveniently organised for ease of access. The sensible allocation of time, noted in the previous inspection, has been maintained. The plan of action for the subject identifies the need for a policy and guidelines but as yet these have not been produced. These additions will address the noted inconsistencies. The existing scheme of work is being reviewed by drawing on advice from current national initiatives. The planning for and teaching of food technology is a weakness in what is otherwise satisfactory provision.

GEOGRAPHY

134. At Key Stages 1 and 2 pupils are given worthwhile experiences in their study of geography and the general level of attainment in the subject is above average at the end of both key stages. Due to timetabling, only one geography lesson was observed during the inspection and judgements about attainment are based primarily on the scrutiny of pupils' work in their books and on display and on discussions with pupils.
135. At Key Stage 1 pupils' work reflects a good familiarity with various geographical terms and with simple types of field work focused on the school and local environment. Pupils have learnt to observe and record weather conditions accurately. They have also learnt to recognise and make observations about physical and human features of different settings. These observations culminate in a study that contrasts life in Bourne End and life in Tenby, a seaside area. In their written work, the majority of pupils in Year 2 wrote sensible answers to geographical questions, relating, for example, to the type of work that is done by people in the different settings. They were able to communicate their findings in interesting ways and to express opinions about more or less attractive features of an area. The majority are able to make and interpret accurately simple maps and plans of real places. They can, for instance, locate Bourne End on a map of England.
136. The rudimentary geographical skills learnt in Key Stage 1 are extended and refined at Key Stage 2. Pupils extend their studies of the local area and do field work, concentrating on human environmental issues, such as the closing of shops and the development of supermarkets. They learn to carry out simple surveys, including traffic counts and to think about issues involved in

town planning. These activities are related to areas in which the pupils are able to draw on local knowledge. They use numeracy skills well. By the end of the key stage pupils are aware how people can damage and improve their environment. Discussions with pupils in Year 6 showed that they had a relatively good knowledge of the overall geographical structure of the European Union, with particular knowledge about different types of settlements in France. They are familiar with the main features of the map of Europe and of the world map. It was also evident from a scrutiny of their written work that the majority of pupils in Year 6 have well-developed map-reading skills. They make good use of Ordnance Survey maps and effective use of aerial photographs and they are able to use four figure grid references in map work correctly.

137. The teaching of geography is good and results in good learning. It is characterised by an approach which is at the same time realistic and imaginative. It is realistic in the sense that the geographical issues dealt with are usually relevant to the pupils' own lives and experience; and it is imaginative in so far as an attempt is made to present geographical information in interesting ways. Pupils in Years 3 and 4, for example, were introduced to the study of Saint Lucia in the Caribbean through a simulated flight in which the teachers acted as the air crew. The video entertainment provided during the flight included an interesting programme about the island which was made by one of the staff on a recent visit, together with explanations linked to different types of maps which were projected or displayed. The experience was greatly enjoyed by all the pupils and it gave rise to a plethora of geographical questions which were duly collected by the teachers.
138. Due to the introduction of the literacy and numeracy strategies which has taken priority over other elements in the school curriculum, the application of assessment procedures in geography and the use of a portfolio of work showing different levels of attainment has been temporarily shelved. The procedures are, however, in place and they are effective. The introduction of setting for the core subjects throughout Key Stage 2 has also had implications for the timetabling of geography lessons which, for example, mean that all Year 3/4 classes are timetabled to study geography on the same day. This, in turn, means that there is a marked shortage of resources for the study of shared topics such as Saint Lucia. There is also a current shortage of atlases. However, good use is made of the available resources, for example, in the excellent display in the school lobby which illustrates the travels of two dolls (Holiday Heidi and Flying Ace Sam) which accompany pupils and teachers on their holidays all over the world. The holiday postcards and photographs are accompanied by informative maps and interesting artefacts.

HISTORY

139. Standards in history are in line with those expected for pupils at the end of both Key Stage 1 and Key Stage 2. By Year 2 pupils show an emerging understanding of the effects of change over time. They join in with discussions and questioning about artefacts from the early part of the last century, offering a range of ideas about their use. They show understanding of why things changed and of the implications of change. They are able to show how the past can be represented as they undertake observations and written tasks about household items from the 1940's. They discuss with awe the way in which people must have lived in those times. For example they observe and discuss items such as a carpet beater, a washboard, an oil lamp and a crock hot water bottle. They show awareness of the need for such things in a time when houses were cold, and comment on how important the invention of electricity has been to their current lifestyle. Pupils of higher and lower attainment make at least satisfactory progress at Key Stage 1. They benefit from the good use of a wide range of resources to promote learning. Pupils with special educational needs also attain appropriate standards in relation to their difficulties; additional support is well targeted to ensure that they understand and are fully involved in lessons.
140. Pupils at Key Stage 2 build on prior learning in history as they follow the well organised scheme of work. By the time they reach Year 6, pupils are able to follow their own interests and undertake in depth historical studies of their own choice. They develop the historical skills of investigation and research as they study topics such as 'The Monarchy', 'The Scout Movement', and similar interesting topics. They use their literacy and information technology skills well. They display and

present their work well and show awareness of the importance of presentation skills and of the need to develop chronology in their work. Pupils across Key Stage 2 make at least satisfactory progress over time. Higher attaining pupils in Key Stage 2 are beginning to understand the importance of history for present day society. They make valid comments about how knowledge of the past can help to develop the future.

141. Improvement in history since the time of the last inspection has been satisfactory. Standards have been maintained. Opportunities for the assessment of pupils' work, and the use of that assessment to inform teaching have been improved.
142. The quality of teaching in history is satisfactory across the school, with many good features. Teachers enjoy teaching the subject, and this has a positive impact on the learning that takes place. The teacher's enthusiasm for the subject in Year 2, for example, motivated pupils to investigate and think about the reasons for change over time. The good questioning skills that the teachers use, also enable pupils to talk about the impact of history on their own lives, and to compare their lives with those of children from the past. The effective provision and the use of good resources makes a positive contribution to improving pupils' historical knowledge and understanding. For example, pupils in Year 6 show how they used local maps from the 1930's to compare changes in their own locality since that time. They demonstrate good factual knowledge about life in High Wycombe at that time. They compare it to life in Victorian High Wycombe, and discuss what it might have been like to live then. They show their understanding by commenting on the kind of life they might have had as a serving maid, or a chimney sweep. They realise the importance of this knowledge in changing things for the better. The very good visits that the teachers organise within the local area have had a positive impact on learning.
143. The leadership of history is effective. Good procedures are in place to ensure that a broad and balanced curriculum is taught, and that teachers are aware of the achievements of their pupils. The impact is stronger in Key Stage 2 because the co-ordinator teaches several of the classes. However there is still not enough emphasis on monitoring teaching and learning across the school to ensure that standards continue to improve.

INFORMATION TECHNOLOGY

144. Few lessons were observed, and work was not seen in all the programmes of study, but evidence from the planning and watching pupils working and talking to them show that standards in information and communications technology are in line with national expectations by the end of each key stage. Pupils at Key Stage 1 make satisfactory progress as they show how they use the mouse purposefully to cause something to happen. They use information and communications technology to assemble text as they write about their pictures, and they make appropriate choices from simple menus. Higher attaining pupils in Key Stage 1 discuss what they are doing and explain their actions clearly. They describe the effects of different options, and can load, save, delete and print their work independently. Lower attaining pupils develop their skills systematically through regular practice. Teachers ensure that they have sufficient time for this by implementing some good recording strategies. Pupils with special educational needs also use computers regularly, and the additional support that they receive ensures that they attain standards that are appropriate to their ability. Pupils at Key Stage 1 use a range of good resources to ensure that they experience the impact that computers can have on their lives.
145. Pupils at Key Stage 2 continue to make satisfactory progress as they use information and communications technology to support their work in a range of other subjects. For example, they often present their history and geography topics through information and communications technology. They also use computers to collect and present data in mathematics. For example there is clear evidence that the use of a data handling package has helped to improve pupils' understanding of how to interpret data, and its implications for every day life. Pupils use information and communications technology to present their stories and text in English, and to

- display their own personal topic work. They use spreadsheets effectively and by the time they reach Year 6 many can use the internet purposefully to find information. Higher attaining pupils in Year 6 can follow straightforward lines of enquiry as they develop and organise their work for different audiences and purposes. They use a range of text, fonts illustrations, graphs, and tables to enhance their work. Lower attaining pupils in Key Stage 2 are able to use computers independently to undertake word processing tasks, answer questions, search for answers and save and print their own work. Pupils with special educational needs benefit from good quality support as they practise and improve their skills. They attain standards in line with their abilities and make satisfactory, and sometimes good progress.
146. Improvement since the last inspection has been satisfactory overall. Standards have been maintained, but there has been an improvement in resources, and in pupils' access to the subject. Many staff have improved their own skills in information and communications technology, although there is still a need for further improvement. Procedures for assessing what pupils know have also improved.
147. The quality of teaching in information and communications technology is satisfactory across the school. Teachers are developing the skills and confidence required through gradual good quality training programmes, however they are not yet confident enough with the good new resources to be able to help all pupils further improve their skills. The teachers make effective use of the new information and communications technology suite, and use a range of good quality packages to promote learning in the subject. The pupils enjoy these and are keen to investigate other options. The teaching leads to good concentration and good behaviour in lessons and guarantees interest and enjoyment of the subject. The best teaching is when teachers use good questioning skills to foster enquiry and investigations. For example when pupils in Year 6 were working towards interpretation of data, the teacher was able to improve their understanding by asking pertinent questions. This encouraged them to think carefully about the importance of using their graphs to look for patterns, and also about the impact of using computers to present their data. The good levels of access during this lesson, including access for two pupils from the special needs department ensured good opportunities for pupils to practise and improve their skills.
148. The leadership in information and communications technology is effective. The co-ordinator has implemented relevant training for staff and has developed the resources over time. These are having a very positive impact on the standards that pupils achieve and on their levels of access to computers. Many teachers are developing good assessment procedures within their classrooms. These ensure that progress is monitored regularly and that all pupils have equality of access. However, too little monitoring of lessons takes place to ensure that the new resources and the training is having the required effect.

MUSIC

149. Children in the nursery make a good start to music-making and sing well before they join the main school. Few formal lessons were observed, but there is sufficient evidence to show that pupils' standards in music are as expected, and in some aspects higher. Evidence was collected from lessons, hearing singing in assemblies, listening to instrumentalists and watching drama productions. Pupils' learning in the theoretical aspects of music, which were stated as weak at the last inspection, are now satisfactory. Pupils' learning is often good; they are motivated to improve their skills. They have enough knowledge and understanding to analyse their own performance. Musical theatre is an important part of the school's activities and the pupils benefit from the teamwork and sense of fun that this engenders.
150. Pupils sing sweetly, and in tune, with satisfactory articulation. The dynamic range is not particularly wide, but individual pupils' singing is often good. A few pupils show special talent and the school nurtures this well. A large number of pupils have the benefit of instrumental tuition in several instruments; those observed make satisfactory progress and they enjoy the lessons which are provided by visiting teachers. More regular practice would further increase their rate of progress.

151. Lessons seen were well prepared and this is of great benefit to pupils' learning. The full range of the programmes of study are taught and the listening and appraisal elements of the subject do much to develop pupils' cultural awareness. Pupils in Years 5/6 enjoyed the lesson when they heard three different versions of Bach's Toccata and Fugue in D Minor and there was some debate about which version they preferred; they use appropriate musical terms and listened to others' views with respect. Pupils know about the different genre in music and are prepared to listen to forms that are new to them, with an open mind. This shows careful management by teachers. Behaviour is very good during music sessions and this aids the smooth running of lessons and allows staff to be adventurous in their planning.
152. The management of the subject has improved since the last inspection, with the appointment of a new co-ordinator with good professional knowledge, and the acquisition of new resources, especially of instruments from non-Western cultures. There are a couple of highly proficient musicians on the staff, and the school employs a specialist visiting teacher of class music. The subject is high profile and does much to enhance the ethos of the school. There is a good range of musical activities, including regular formal performances, a choir, bands and music groups. Pupils have the opportunity to learn to play the recorder. The school's recent performance of a version of the 'Pied Piper of Hamelin', called 'Rats', was well directed by staff and thoroughly enjoyed by pupils as performers and the audience. This sort of high quality production develops musicianship but also confidence.
153. The school has satisfactory and often good provision in terms of teaching and planning; this has a positive impact on pupils' learning and also their wider education. The co-ordinator is aware that more use could be made of information and communications technology within the subject. A basic system of assessing pupils' skills has been devised. There are appropriate plans to extend this. There is a good dedicated music room which is used, among other activities, for instrumental tuition and this allows lessons to take place without disturbing everyone else.

PHYSICAL EDUCATION

154. Overall, the standards reached by pupils are in line with national expectations and pupils make satisfactory progress. However, in aspects of physical education such as dance throughout the school, games at Key Stage 1 and swimming at Key Stage 2, there are strengths. This is an improvement on the last inspection when standards were sound throughout the school and all pupils made satisfactory progress.
155. Pupils at Year 1 develop good skills in ball control. They are able to kick a ball with good precision and with sufficient force to travel appropriate distances and score goals. They do this well with good levels of control. Pupils in Year 2 develop high standards in dance and this is developed throughout the school, as seen in the school's public performances in which dance is of a high quality. They control their movements well and perform a range of activities, even including 'mirroring' their partner accurately. They explore feelings and movements well and respond to the mood of music with feeling. Pupils make good progress in swimming. Most pupils achieve the standards expected of eleven-year-olds by the age of nine. Any pupils who do not are given further opportunities in Years 5 or 6. Most pupils can swim at least 15 metres (one length of the pool) unaided. They use a variety of styles and although each pupil has a favourite stroke, they all learn to develop other swimming strokes on their backs and fronts. All pupils, including non-swimmers feel confident in the water. All put their faces in the water without fear and 'improving swimmers' float confidently, push and glide from the pool side and pick up a brick from the bottom of the pool. In January, when the swimming course started for this group, most could not swim. Now there are only seven out of 34 in the non-swimmers group. This is good progress. By the time pupils are 11, they have developed sound gymnastic skills and develop satisfactory sequences of movement.

156. Pupils' learning is often good. They respond very well with enthusiasm and are mostly stimulated by their instructor, listening very carefully to instructions. Behaviour is very good generally, although there are isolated incidents of silly behaviour and pupils then respond well to effective behaviour management. Relationships are good and pupils work well together in small groups or pairs. Pupils are confident, such as in the water, and are willing to try challenging activities.
157. The quality of teaching is good at both key stages and this ensures good learning by pupils, ensures safety and increases pupils' enjoyment. Planning is good. There is good structure to lessons, with warm-up activities, main development and cool-down activities. Teachers' knowledge is good and this enables effective teaching of skills. They provide very good demonstration that is based on own skills and good knowledge. Specialist and professional coaching is available in football skills and in swimming. Teachers have high expectations and constantly challenge pupils to improve. Because of this, pupils show very high levels of enthusiasm and want to do their best, trying hard to achieve high standards. Pupils are well supported and feel confident, such as those from the department for pupils with special educational needs. Lessons generally move at a rapid pace and this ensures that all pupils are active and fully involved at all times. Skills and performance are well assessed and positive and constructively critical comments are made. Some opportunities for evaluation, however are not always done by pupils and are sometimes too directed by the teacher with missed opportunities for pupils to become more self-critical. Staff sometimes highlight weaknesses but do not advise how to improve.
158. There is a broad and balanced curriculum. In the last report, there was a criticism of the provision for outdoor opportunities. This provision is now good and sound progress has been made in addressing this weakness. There is an outdoor adventure playground on site and this has been used for team building activities. Pupils in Years 3 and 4 take part in a residential visit, which provides such outdoor activities as orienteering and building shelters. Pupils in Year 5 take part in a camp at which they participate in water safe sports and use a climbing wall for example. There is a good range of extra curricular activities such as football, netball, country-dance, athletics and table tennis, and a good range of competitive sports within the district. There is full and equal opportunity and all activities are open to both boys and girls.
159. Resources are good and are well stored for easy access; this allows staff to teach effectively. Assessment is good. Pupils have their own self-assessment sheets that are recorded on regularly and are checked by the teacher. Full attention to health and safety aspects, for example when at Marlow swimming pool the quality of supervision is good and high levels of care are taken.

RELIGIOUS EDUCATION

160. Only two lessons at Key Stage 2 were observed, but scrutiny of work and discussion with pupils and staff show, clearly, that pupils' knowledge and understanding of religious education is in line with the expectations of the locally agreed syllabus at both key stages, and progress is satisfactory. Progress is better than was reported at the last inspection; this is due to the increased emphasis on the subject over the last three years and the judicious appointment of a co-ordinator who really knows about the subject.
161. Pupils in Year 2 talk with confidence about the basic beliefs of the Christian faith. They know about the festivals of Christianity and how they are celebrated. They can discuss some of the Bible stories, and explain the significance of the miracles. They have a sound understanding of whether things are right or wrong when hearing Bible stories and also stories from other faiths and cultures. They talk about 'special things' and the importance of homes and families, with maturity. They have some knowledge and understanding of the symbols and artefacts of the Jewish faith and know that many people over the world practise different religions. They are open-minded and are sensitive to the beliefs of others.
162. Pupils in Year 6 also discuss the basis of the Christian faith. They know about the special festivals and Saints Days of the Christian religion and know about special clothing and food. Pupils have some knowledge and understanding of the beliefs and practices of Islam, but this is insecure. They

tend to confuse the practices of Islam with that of other religions, such as Sikhism and Hinduism. They have been taught about Judaism, in the past, but have forgotten much of the important concepts. Despite these weaknesses, pupils' learning is in line with expectations. They do know about the different ways in which people worship in terms of prayer, and about books, places of worship, food and symbols.

163. Pupils are interested in religious education. Their learning is satisfactory, because they show curiosity and are aware of cultural differences. They demonstrate a thoughtful approach to the subject. Pupils with special educational needs and those who use English as an additional language also make sound progress. The subject does much to foster an appreciation of cultural differences but, given that, at Key Stage 2, it concentrates on the facts of religion, rather than the underlying elements of belief and feelings, teaching could do more to develop spiritual awareness. There is insufficient reflection on the deep issues, which are covered by the attainment target, of the locally agreed syllabus, relating to evaluation of religious and moral issues.
164. The teaching observed was satisfactory and this led to satisfactory learning. Teachers make good efforts to instil respect for other's beliefs into pupils. At times, too long is spent on explanations and this means that pupils' interest flags. However, behaviour is satisfactory and pupils listen politely. The staff's relationships with pupils enables these issues of lack of pace to be overcome. Although the teaching is generally satisfactory, there was evidence in pupils' books of some copying from the board which does not help pupils to learn the important aspects about religion which are important in everyday life.
165. The school has made a sound response to the criticisms of the last inspection. The subject is now taught systematically and staff have greater knowledge and understanding of religious education. The issue now is how to refine what is taught. The agreed syllabus requires that Christianity and one other religion are studied. The current schemes of work involve teaching with reference to six religions, three in some depth. This has led to confusion for older pupils. A system for assessment and recording to monitor and evaluate pupils' progress is not yet in place, but the coordinator has appropriate plans to devise one. A satisfactory range of appropriate resources is now available and the school makes good use of visits to places of worship which not only interests pupils, but also reinforces their knowledge and understanding of the impact of belief on people's lives.

MODERN LANGUAGE - French

166. Pupils in Years 5 and 6 learn French, and this tradition has been in place since the school taught pupils who were in their first year of secondary education (Year 7). Standards are high and the study of the subject benefits the pupils on many levels. The standards of attainment are the same as those reported, for pupils in Year 7, at the last inspection.
167. French is taught by one enthusiastic teacher with a sound knowledge and understanding of the language and a love of France. This enthusiasm, and her good accent, means that pupils themselves have good learning in the language and the culture of France. Lessons are conducted entirely in French and pupils have a good understanding of what is said. They speak in at least passable, and often good, accents and have acquired a range of vocabulary which will stand them in good stead when they visit France or talk to someone French. Most display reasonable confidence when speaking, although a significant minority do not speak so confidently when reading text; they can read the words, but the accents slip!
168. Lessons are well planned and a good range of resources, such as tapes and videos, is available to vary the presentation. Lessons move with pace and so pupils are immersed in the language the whole time. Lessons are fun and this ensures that pupils are well motivated; they are willing to speak and to guess answers. Behaviour is good. Pupils are developing a good 'ear' for the language, and more able pupils can associate words with others they know and hence their vocabulary, and confidence is increasing. Pupils' learning is good and they make good progress, including those with special educational needs.

169. The subject has been developing well since the last inspection. The teaching has improved and is good. The pace of lessons is now good; pupils do not have time to become inactive. The teaching of French has a good impact on pupils' social and cultural development; pupils go on a trip to France and learn much about issues connected with Europe.
170. There are a few things in need of improvement to make the teaching of French even more effective. The policy for the subject is cursory; the coordinator knows that it needs to be updated so that all staff in the school are clear about what needs to be done. The scheme of work, which is the one used by the local education authority, is insufficiently customised for the needs of the school. Assessment is very basic, and, given the progress that pupils are making, should now be extended. The school is slightly at risk as only one member of staff is an expert in the language. Other staff could cope if she were unavailable, but consideration should be given to in-service training for other staff. Pupils only receive one lesson a week in French; if other staff had greater knowledge and understanding of the language, more could be reinforced in other lessons.