

INSPECTION REPORT

St John's C of E VA Primary
Wellington

LEA area: Somerset

Unique Reference Number: 123900

Inspection Number: 189596

Headteacher: Martin Speakman

Reporting inspector: Stuart Greenwood, 16741

Dates of inspection: 4-8 October 1999

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Information about the school

Type of school	Primary
Type of control	Voluntary Aided
Age range of pupils	4-11
Gender of pupils	Mixed
School address	Priory Wellington Somerset TA21 8RF
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Appropriate authority:	Governing Body
Name of chair of governors: (where appropriate)	Mr B D Green
Date of the previous inspection:	5 February 1996

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
Stuart Greenwood	Mathematics, history, geography, French	Attainment and Progress Teaching Leadership and management Staffing, accommodation and learning resources The efficiency of the school
Valerie Emery	English, music, art	Pupils' spiritual, moral, social and cultural development The education of children under five Special educational needs
Derek Watts	Science, design and technology, information technology, physical education	Curriculum and assessment
Kenneth Parsons		Attendance Equal opportunities Attitudes, behaviour and personal development Support, guidance and pupils' welfare Partnership with parents and the community

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Main findings

WHAT THE SCHOOL DOES WELL

- Pupils make good overall progress as a result of a high proportion of good teaching, which is a strength of the school.
- There are above average levels of attainment at Key Stage 1. Children under five achieve above average standards in literacy and numeracy.
- Pupils' attitudes to work are positive and behaviour is good as a result of effective procedures for monitoring and promoting it. Relationships between pupils and with adults are good.
- Good use of a high level of classroom support helps pupils with special educational needs to make good progress.
- Strategies for literacy and numeracy have been effectively introduced and are having a positive effect on standards of teaching and learning.
- Provision for extra curricular activities is good.
- The school's ethos effectively supports the pursuit of high standards.
- Financial planning is good. Financial control and administration are very good. The school runs efficiently and gives good value for money.

WHERE THE SCHOOL HAS WEAKNESSES

- Standards in information and communications technology are below average by the end of Key Stage 2.
- Procedures for assessing and recording pupils' overall attainment are unsatisfactory. Assessment does not effectively guide curriculum planning.
- There is not enough monitoring of standards of teaching and learning by co-ordinators.
- There are no up to date schemes of work for a number of subjects and medium term planning does not cover the whole curriculum.
- Provision for cultural and particularly multicultural education is unsatisfactory.
- The governors' annual report to parents and arrangements for recording pupils' attendance do not meet statutory requirements.

These weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan that will be sent to all parents or guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

There has been satisfactory overall improvement since the previous inspection. There has been a considerable improvement in the quality of teaching. Significant improvements have also been made in pupils' attitudes and behaviour, the balance of the curriculum, management systems including development planning and the management of special educational needs, the efficiency of the school and in the value for money which the school gives. There have been sound improvements in most other aspects of the school. The exceptions are assessment, the development of cultural understanding and the provision of resources for science and multicultural education where improvement has not been satisfactory. The school's capacity for further improvement is sound.

STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in [1998] based on the National Curriculum tests:

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

The above figures indicate, for example, that the performance of pupils was well below the national average in English and average in mathematics.

In the 1999 tests the proportion of pupils reaching the expected levels in English increased by 18%, in mathematics by 8% and science by 12%. However, no national comparisons or comparisons with similar schools are yet available for this year.

Inspection evidence found that current standards are average in all three subjects.

Standards in information and communication technology are average at Key Stage 1 but below average by the end of Key Stage 2.

There are strengths in some of the other subjects. In music there is high quality singing. Games and gymnastics skills are well developed in physical education. Meanwhile, pupils in upper Key Stage 2 make good progress in French.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	good	good	good
Mathematics	good	good	good
Science		very good	good
Information technology		No judgement	No judgement
Religious education			
Other subjects	good	good	satisfactory

There was insufficient evidence to judge the quality of teaching in information and communications technology. Teaching in religious education was not observed because of the voluntary aided status of the school. Teaching was at least satisfactory in 94% of lessons seen. It was good or better in over 77% and very good or excellent in 17%.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Pupils' behaviour in class is good and they have positive attitudes to their work.
Attendance	Average. Pupils are punctual. Lessons start on time.
Ethos*	Good relationships and positive attitudes are successfully promoted and there is a clear commitment to high standards.
Leadership and management	Leadership by the head, governors and senior management is sound and has made a positive contribution to an improvement in standards.
Curriculum	The curriculum is broad and balanced but information technology is not fully covered. Medium term planning is unsatisfactory. Assessment procedures are unsatisfactory except in English and mathematics.
Pupils with special educational needs	There is good provision for these pupils. They are well supported and make good progress.
Spiritual, moral, social & cultural development	Sound overall but improvements in cultural education have been too few. Pupils are not fully prepared for life in a multicultural society.
Staffing, resources and accommodation	There are good levels of staffing. Resources are satisfactory overall but with shortcomings in some subjects. Accommodation is good.
Value for money	The school gives good value for money.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> • The standards achieved by the pupils. • The approachability of the headteacher and staff and the helpful way in which problems and complaints are dealt with. • The provision for pupils with special educational needs. • They have a clear understanding of what is taught • The positive attitudes and values that have been achieved. • They are satisfied with homework • Their children like school • The opportunity to become involved in the life of the school. 	<ul style="list-style-type: none"> • There was no significant degree of dissatisfaction expressed

Inspectors endorse the majority of these views but find the use of homework to be inconsistent.

Key issues for action

The governors and staff should address the following matters in writing the action plan in order to raise standards and improve the provision the school makes still further:

1. Raise standards in information and communications technology [ICT] by ensuring that all parts of the required programmes of study are fully taught and that there are further planned opportunities for the use of ICT across the other subjects of the curriculum. *
[paragraphs 17, 40, 124-132]
2. Ensure that there are clear systems for assessing and recording pupils' attainment.*
[paragraphs 44, 99, 122, 132,153]
3. Extend current arrangements for the monitoring of teaching and learning. Subject co-ordinators should play a more active role in this process, sampling pupils' work regularly and monitoring standards of teaching as time and resources allow. *
[paragraphs 66, 123, 113]
4. Ensure that all schemes of work are brought up to date and that there are suitably detailed medium term plans for all subjects.
[paragraphs 31, 43, 122,130, 143, 148, 164]
5. Further improve provision for cultural education, paying particular attention to the need to prepare pupils for life in a multicultural society.
[paragraph 49]
6. Ensure that the governors' annual report to parents and arrangements for recording pupils' attendance meet statutory requirements.
[paragraph 63]

** These are issues of which the school is aware and already has plans to address*

In addition to the key issues above, there are some less important issues that should be considered for inclusion in the action plan. These are indicated in paragraphs 6, 56 and 74

Introduction

Characteristics of the school

1. St John's is a smaller than average school with 187 pupils on roll. The status of the school has recently changed from grant maintained to voluntary aided. The school has grown since the previous inspection. There is considerable pupil movement. Of the present Year 6, 50% did not start school here.
2. There is broadly the same number of boys and girls on roll, but there are very few pupils from ethnic minorities. The school is situated in a large housing estate and serves the local community - which is part of the town of Wellington - though some pupils come from the surrounding area. Pupils come from a wide variety of social backgrounds. Many live in council houses, with some in privately owned property. In the last 3 years further local authority housing has been built to accommodate families from Taunton.
3. About 23% of pupils are entitled to free school meals, which is above the national average and above average for Somerset schools.
4. Pupils are admitted to the school in September of the year in which they become 5. They enter the school with a wide range of attainment but attainment is below average overall. There is 1 pupil with a full statement of special educational needs. However, 23% of pupils are at Stage 2 or above in the assessment procedures for special educational needs. This is well above the national average.
5. **The school's stated aims are:**
 - To create a happy, secure and stimulating environment in which all members of the school community can grow in self-esteem and develop their potential as human beings.
 - To preserve and develop its religious character.
 - Serve the community by providing an education of the highest quality within the context of Christian belief and practice.
 - To promote Christian values through the experiences it offers.
1. **Current priorities are:**
 - The development of the National Literacy and Numeracy Strategies.
 - To continue to develop science and to improve resources.
 - The development of whole school recording systems for English, mathematics and science.
 - The development of information and communications technology.
 - To continue with improvements to the premises.

Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	11	10	21

National Curriculum Test/Task Results		Reading task	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	9	10	10
	Girls	9	9	9
	Total	18	19	19
Percentage at NC Level 2 or above	School	86	90	90
	National	80	80	83
Teacher Assessments				
Number of pupils at NC Level 2 or above	Boys	11	11	11
	Girls	9	9	9
	Total	20	20	20
Percentage at NC Level 2 or above	School	95	95	95
	National	80	83	85

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	19	14	33

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	13	14
	Girls	9	10	11
	Total	17	23	25
Percentage at NC Level 4 or above	School	52	70	76
	National	63 (58)	62 (54)	68 (62)
Teacher Assessments				
Number of pupils at NC Level 4 or above	Boys	10	13	14
	Girls	10	10	11
	Total	20	23	25
Percentage at NC Level 4 or above	School	61	70	76
	National	63 (60)	64 (60)	69 (65)

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

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

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised Absence	School	6.6
		National comparative data	5.6
	Unauthorised absence	School	0
National comparative data		0.5	

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:			Number
	Fixed period		1
	Permanent		1

Quality of teaching

Percentage of teaching observed which is:			%
	Very good or better		17
	Satisfactory or better		94
	Less than satisfactory		6

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

1. The results of National Curriculum tests taken by seven-year-olds in 1998 (SATs) were above the national average in writing and well above in mathematics. In reading, despite the number of pupils reaching the expected standard level 2 being well above average, standards overall were below the national average as so few pupils achieved the higher level 3. Teacher assessments for science indicated standards which were above the national average. In comparison with schools of similar backgrounds, the results in 1998 were well above average in mathematics and writing and average in reading. The percentage of pupils reaching the higher Level 3 was above the national average in mathematics but was below this in writing and science and well below in reading. Taking the three years 1996 to 1998 together, the figures broadly similar standards in reading and writing and an improvement in mathematics. Although no comparative data is yet available, results of the 1999 tests show similar levels of attainment in reading and mathematics and a significant rise in the number of pupils reaching the expected standard in writing.
2. The results of National Curriculum tests at the end of Key Stage 2 in 1998 were in line with the national average in mathematics. They were below the national average in science and well below in English. In comparison with schools with similar backgrounds, the results in 1998 were well above average in mathematics, average in science and below average in English. The percentage of pupils reaching the higher Level 5 was close to the national average in mathematics but was below this in science and well below in English. Taking the three years 1996 to 1998 together, the figures show that the overall performance of the pupils in statutory assessments is variable, having been below average in 1996, above average in 1997 and below again in 1998. Although no comparative data is available, results of the 1999 tests show a great improvement in the percentage of pupils reaching the expected standard in English and significant improvements in mathematics and science.
3. The judgement of the inspection team is that standards at the end of Key Stage 1 are above average in English, science and mathematics. By the time the pupils leave the school standards are in line with expected levels in these subjects. This is consistent with the most recent assessment results and is an improvement on the last inspection. Standards in information and communication technology, though in line with expectations at the end of Key Stage 1, are below average by the end of Key Stage 2.
4. In the Reception class, progress is very good in personal and social development, language and literacy and mathematics skills. By five years old, standards in these areas are above average. They are average in knowledge and understanding of the world, creative and physical development and progress is satisfactory.
5. Pupils make good progress through Key Stage 1. However, they fail to sustain this improvement on entering Key Stage 2 where progress slows. Overall, their progress in this key stage is judged to be satisfactory as there is considerable turbulence in the school population and a significant difference in the size and nature of different cohorts of pupils. Progress overall is good, as pupils enter the school with below average attainment and leave it with attainment that is average. Pupils with special educational needs make good and sometimes very good progress in relation to their prior attainment. This is as a result of the high level of support and commitment that is given to them by the school and the positive ethos that the school communicates to all pupils. There is no significant difference in the progress made by boys and girls. As a whole this represents an improvement since the last inspection.
6. Progress in English is good. It is good and sometimes very good at Key Stage 1 and sound at Key Stage 2. Many pupils enter school with below average literacy skills. Very good foundations are laid in the Reception class. Progress continues to be good and by the end of Key Stage 1, above average numbers of pupils attain the expected levels in both reading and writing. Many read fluently with expression and understanding, indicating average or above attainment. The main reasons for this are consistently good teaching and the high expectations of all staff. In Key Stage 2, progress slows and standards attained at eleven are broadly in line with national expectations. The main contributory causes for this are some variations in standards of teaching reading and the amount of time given to monitoring progress, along with differences in cohorts of pupils.

7. By the end of Key Stage 1, the number of pupils reaching national expectations in writing is above average and progress is good. Many pupils have acquired an accurate and consistent handwriting style. Their writing is punctuated with the correct use of full stops and question marks and many use speech marks accurately. By the end of Key Stage 2, most pupils write competently and comprehensively for a broad variety of purposes. They have an appropriate understanding of the development of setting, character and plot, using words imaginatively for good effect. They write stories, poetry, reports, character descriptions and various forms of letters. Progress is satisfactory.

8. Children under five enter school with poorly developed linguistic skills. They make very good progress in speaking and listening. At both key stages, pupils make good progress in communicating with adults and each other and they listen very carefully. By the end of Key Stage 1, they converse and listen in a variety of situations using Standard English to ask and answer questions such as when studying text at the start of literacy lessons. By the end of Key Stage 2, almost all pupils explore and develop ideas through careful listening and discussion as a class, in pairs and in larger groups.

9. Progress in mathematics is good. Pupils enter the school with below average knowledge and skills and achieve above average standards by the age of five. Progress in Key Stage 1 is good because of the high quality of teaching. By the end of Key Stage 1 most pupils add and subtract hundreds, tens and units. They sort and count three-dimensional shapes, use tally charts and represent their findings accurately on graphs. The introduction of the numeracy hour is having a positive effect on standards. Work in these sessions is appropriately matched and provides suitable challenge for all levels of attainment with plenary sessions used well to assess pupils' progress. This represents an improvement upon the findings of the previous inspection.

10. Progress in mathematics at Key Stage 2 is sound. By the age of eleven, pupils recall number facts accurately and are developing their own mental strategies for solving problems. They can convert fractions to decimals and calculate simple percentages. They can measure perimeters and angles with accuracy. Pupil transience and differences in the size and nature of cohorts of pupils have a marked effect on progress over time. Progress in most lessons seen was good and owes much to the successful introduction of the Numeracy Strategy. However, this has been too recent an innovation to have yet had a significant impact on long term progress.

11. Attainment in information and communications technology is in line with national expected standards at the end of Key Stage 1 and progress is sound. Pupils use word processing programs. They use a mouse competently but keyboard skills are limited. They use computers well to support learning in mathematics. By the end of Key Stage 2, attainment is below the nationally expected standards. Year 6 pupils use a word processing program to write reports of science experiments and a range of CD ROM programs to support their learning in science and history. Progress is unsatisfactory, however, because pupils have too few opportunities to develop the full range of skills set out in the Programmes of Study.

12. Pupils make sound progress in science. At Key Stage 1, most pupils, including those with special educational needs, make good progress in the acquisition of knowledge, understanding and skills. Pupils know that human beings grow and age and describe the key features of ageing. Skills such as observing and classifying are well developed. They examine photographs and recognise members of their class from early portraits. They know that a complete circuit is needed to light a bulb. In Key Stage 2, most pupils, including those with special educational needs, make satisfactory progress. Pupils in Year 6 describe the different ways that seeds are dispersed. They use keys based on observable features to assist in grouping and identifying living things. Pupils recognise the need for fair tests but they are given insufficient opportunities to plan, carry out and interpret their own investigations and this restricts progress.

13. There are strengths in some of the other subjects. In music there is high quality singing with pupils developing a good awareness of rhythm and pitch. Games and gymnastics skills are well developed in physical education. There is a good understanding of the use of first hand evidence in history particularly at Key Stage 1. Pupils in upper Key Stage 2 make good progress in French.

14. Pupils with special educational needs make good progress. Teachers adapt their work appropriately, provide extra support themselves or through the Learning Support Assistants. This has a positive effect on standards and enables pupils to meet the targets set in their individual education plans.

Attitudes, behaviour and personal development

15. The pupils' attitudes, behaviour and relationships are good and their personal development is sound. The children who are under five were in their first half term of formal education at the time of the inspection, but already display a positive interest in their tasks. They are able to concentrate on their work for quite long periods and work and play together well. At both Key Stages 1 and 2 most pupils show a good, positive attitude to their learning. In the morning they enter the classrooms quickly and with minimal fuss. They settle to their tasks quickly, and during lessons they listen quietly and attend well. Most pupils do what is expected of them and, at times, take responsibility for their own learning. Most of them are prepared to contribute to lessons by asking and answering questions; for example, they participate in the plenary session at the end of literacy and numeracy lessons, and express their views with confidence. Many persevere with their tasks in order to succeed. For example, during a Year 3 art lesson, pupils tried hard to copy a very intricate and difficult Indian carving. The pupils with special educational needs also show positive attitudes to their work.

16. Pupils' behaviour is good, and teachers do not have to expend excessive time and effort to maintain order in lessons. Most pupils are aware of the school's expectations of behaviour and try to follow them. They display a good measure of self-discipline. For example, in literacy lessons they get on with their own work even when the teacher is occupied elsewhere. The pupils behave well in the dining hall although playground behaviour is less good. Whilst it remains satisfactory, there are some isolated examples of inappropriate behaviour. No evidence of bullying or harassment was seen during the inspection and it did not emerge as a major problem in discussions with staff, parents or pupils. Pupils look after the school's property and are trustworthy with it. They are courteous and polite towards each other and adults. Two pupils have been excluded in the past year, including just one permanently. The school is an orderly community.

17. The pupils' relationships within the school are good. They are able to work together well in pairs and in groups, treat each other in a kindly manner and are tolerant of each other. Boys and girls work together unselfconsciously. Pupils in all classes understand the importance of taking turns. They listen attentively to one another's ideas and respect them, even when they differ from their own. Pupils' relationships with teachers are generally good and are based on mutual respect.

18. Pupils' personal development is sound. They are involved in a number of ways with the day-to-day running of the school, and when they are given these opportunities, they respond positively, for example, by ringing the school bell, setting up the hall for assemblies, or serving squash during breaks. They are involved in various ways helping in the classrooms. On occasion they are able to organise their own playground games, with various age groups taking part. They are involved in the wider community through their fundraising for charities. Pupils regularly put on performances for parents and members of the local community.

19. Parents are agreed that the school achieves a high standard of pupil behaviour. Pupils' attitudes behaviour and personal development have improved since the last inspection and this is having a positive effect on pupils' attainment.

Attendance

20. Attendance by pupils at the school is sound. The number of reported pupil absences has been broadly in line with the national average for a school of this type in recent years. Within these overall attendance figures, the school's record keeping makes it difficult to evaluate the level of unauthorised absences, but it is believed to be slightly better than the national average. There are a few specific individual pupils with unsatisfactory patterns of attendance, but the vast majority of pupils are keen to come to school and attend regularly. They arrive at school on time and their punctuality is good. Registration periods are conducted efficiently and contribute to a prompt start to the school day, to the benefit of pupils' learning. During the day, pupils move around the buildings efficiently, and they do not delay the start of lessons. Standards of pupil attendance have been maintained since the last inspection of the school.

Quality of education provided

Teaching

21. Good quality teaching is a strength of the school and makes a major contribution to pupils' good progress. Teaching was at least satisfactory in over nine out of ten lessons seen. It was good or better in over seven out of

ten and very good or excellent in nearly two out of ten. Teaching of children under five was good in over four lessons out of ten and sound in the remainder. There was a particularly high proportion of good lessons at Key Stage 1 where nine out of ten lessons were good or better. In Key Stage 2, seven out of ten lessons were good or better but there was a significant amount of unsatisfactory teaching in the early part of the key stage. The quality of teaching in English, mathematics, science and music is good throughout the school. Overall, this represents a significant improvement on the findings of the last inspection. There is now greater consistency in the structure and pace of lessons particularly in Literacy and Numeracy lessons where detailed schemes of work have effectively supported planning. Monitoring by the headteacher has also had a positive impact on standards of teaching in English.

22. In English, the quality of teaching is good with examples of very good teaching at both key stages. Literacy is well taught and the introduction of the Literacy Hour is having a positive impact on standards. Tasks are well matched to the needs of pupils of different levels of attainment. The teaching of reading, though satisfactory, is not as strong as other aspects of literacy. Pupils receive too little guidance when choosing books other than those from reading schemes. In addition, the monitoring of reading and recording of day to day progress in reading is not carried out in a consistent and systematic way throughout the school. In contrast to this, clear targets set from the monthly writing tasks are effective in enabling pupils to know what it is they have to do to improve their work.

23. The school has embarked upon the Numeracy Hour and all mathematics lessons begin with mental number activities, which are starting to have a positive effect on raising standards. Teachers use good questioning techniques to encourage the pupils to think carefully and give good reasons to explain how they have worked out their answers.

24. The quality of teaching for pupils with special educational needs is good and leads to pupils' making good progress. Teachers provide appropriate work well matched to their abilities and there is a good level of communication between them and their Support Assistants.

25. There is now much greater consistency in the quality of lesson planning than at the time of the last report. Plans clearly identify learning objectives, appropriate tasks, new vocabulary and resources. Teachers share their learning objectives with the pupils and this gives lessons a clear sense of purpose. However, the lack of schemes of work and consistent medium term plans hinders progression in planning for a significant number of subjects. Teachers have high expectations of pupils, challenge them suitably and conduct lessons at a brisk pace. Occasionally when pupils are working on group tasks, in science for example, the pace falters.

26. Day to day assessment is good. Teachers make good use of open questioning, involve a wide range of pupils and make good use of their own time to assess learning and provide support. Marking of pupils' work in the majority of classes is up to date but often brief. It does not consistently meet the requirements of the school's marking policy. There is evidence of ticks and encouraging comment but ways in which pupils might improve are too rarely spelt out.

27. Teachers manage the pupils very well, and this enables lessons to flow smoothly and efficiently. The discipline is positive but at the same time teachers make clear their expectations of high standards of work and behaviour, which are very much a part of the school ethos.

28. Teachers' subject knowledge is good in literacy, numeracy and science and the majority of other subjects. In music and French, which are taught by specialists, it is very good. The exceptions are design and technology where it is sound and information technology where a lack of expertise has a limiting effect on standards.

29. Teachers make effective use of resources to stimulate the pupils' interest and support learning. For example, good use was made of historical artefacts in two lessons in Key Stage 1. Pupils were fascinated by the objects and were very keen to hypothesise about their use. Older pupils were then able to make plausible deductions about their chronology.

30. Homework supports learning in some areas but does not build progressively through the school. Reading homework is consistently set in Key Stage 1 but as a whole, the pattern is inconsistent. The school is aware of this and is currently setting up a Home School Agreement that includes clear guidance on homework.

The curriculum and assessment

31. The curriculum provided for the children under five is sound. It covers the recommended areas of learning; however, there is insufficient planning for children's creative development and provision for physical development is limited. Children are well prepared for their National Curriculum studies.

32. The curriculum for Key Stage 1 and 2 is broadly based and promotes pupils' intellectual, physical and personal development. All subjects of the National Curriculum plus health and religious education are taught. The balance of subjects is now more secure than at the time of the previous inspection.

33. The teaching time devoted to the curriculum each week is in line with national recommendations at both key stages. An appropriate amount of time is included each day for the teaching of literacy and numeracy. The school's strategies for the teaching of literacy and numeracy are good. A good range of extra curricular activities including chess, cycling proficiency, football, netball and rounders enhances the curriculum.

34. The school is meeting statutory requirements for curriculum provision in all areas except in information and communication technology at Key Stage 2. Although curriculum planning has improved in this subject, the plan is not yet fully implemented in the areas of modelling, monitoring, and control as required by the National Curriculum Programmes of Study. The school's policy on sex education is appropriate for pupils of this age. Education in the misuse of drugs is also given appropriate attention. The provision for religious education is satisfactory.

35. The school promotes equal opportunities successfully. The curriculum provides good equality of access and opportunity for all pupils to learn and make progress.

36. The school has correctly identified about 40 per cent of pupils as having some degree of special educational need. The provision for these pupils is good and the school is fully meeting the requirements of the Code of Practice for pupils with special educational needs. Individual educational plans (IEPs) are specific and relevant. They indicate clearly what pupils should learn and are regularly reviewed. Parents appreciate the quality of provision for these pupils.

37. Curriculum planning has improved significantly since the last inspection. However further improvements are still required. Long-term plans are now in place that set out the units of work to be taught in each year group in each subject. These plans form a sound basis to help ensure that the curriculum is balanced and that pupils learn in a steady and systematic way as they move through the school. English, mathematics and music have detailed medium term plans for each unit which specify learning objectives, learning activities and resources. Suitably detailed schemes of work and medium term plans are not established in other subject areas and this is a significant shortcoming.

38. Assessment procedures for the under fives are satisfactory. At Key Stages 1 and 2 there are some good examples of assessment and pupil target setting in writing. There are also some good examples of assessment in mathematics. Portfolios of pupils' work have been collected in most subjects but work has not been consistently assessed against national curriculum levels of attainment. Overall, assessment procedures are unsatisfactory as the school has yet to establish a coherent and consistent system of assessing and recording pupil attainment. This is a significant weakness and little progress has been made in this area since the last inspection. Consequently, assessment is not effective in guiding future curriculum planning. The school is aware of this and the development of assessment is a priority in the current school development plan.

Pupils' spiritual, moral, social and cultural development

39. Overall, the provision for spiritual, moral, social and cultural development is satisfactory but too few improvements have taken place since the last inspection in the multicultural aspects of the pupils' cultural development. The school operates successfully within a supportive Christian framework as stated in the school's aims. Teachers and support staff provide good role models and develop quietly supportive relationships with pupils.

40. Provision for spiritual development is satisfactory. Good quality acts of worship provide regular opportunities for contemplation and prayer, pupils being encouraged to develop feelings of care and concern for others. Good links are maintained between the school and the church and the vicar regularly takes acts of collective worship. A review of school documentation since the last inspection has focussed on asserting the

school's Christian identity and values and they are now clearly expressed in its mission statement and ethos. Aspects of spirituality within the classroom are often apparent. Examples were seen in the study of literature, involvement in singing, scientific work and in music making, but these are generally incidental rather than specifically planned.

41. The school makes satisfactory provision for the pupils' moral development. There is a firm understanding of right and wrong and a clear focus on fostering honesty and fairness. In assemblies and lessons, pupils have suitable opportunities to discuss moral issues, including acceptable and unacceptable behaviour. Classroom rules, in some classes, give clear guidance on behaviour in and around the school. The school discipline policy is based largely on sanctions laid down for bad behaviour, although a reward system is also operating which gives pupils opportunities to gain merit certificates and house points. These are celebrated in a weekly assembly. All adults in the school set good examples in this respect.

42. Provision for pupils' social development is satisfactory. Both inside and outside the classroom, teachers encourage pupils to work together co-operatively and in a variety of groupings. There is an appropriate range of opportunities for pupils to take responsibility in the daily routines of school life, for example by setting up the hall for collective worship, acting as library monitors and collecting registers. Pupils are regularly involved in raising money for charitable appeals such as 'Children in Need', or collecting toys for a church appeal. Pupils attend a residential school camp in alternate years and this contributes positively to their social development.

43. Provision for cultural development remains unsatisfactory, as there has been insufficient progress in further developing and raising awareness of cultural and multicultural understanding since the last inspection. However, a variety of faiths is now studied in the curriculum, a policy has been written and there is now some monitoring of resources. Strengths in provision include a good emphasis on a wide range of literature in literacy lessons, the appreciation of the work of famous artists in art, good provision for music throughout the school and the experience of learning French for Year 5 and 6 pupils. Nevertheless, awareness of wider issues has not been raised sufficiently and the policy has not been implemented fully within the life of the school. Opportunities to study authors, artists and musicians from non-western cultures are too limited. In geography there is very little attention given to life in other countries and figures of importance from other cultures receive too little credit in history.

44. Links with the local community provide opportunities to take part in some activities such as 'Wellington in Bloom' and attendance at the town's Remembrance Day service. The dance, chess and choir clubs provide further support for cultural development. As was noted at the time of the previous inspection, there is still relatively little use of visits or visitors to enhance cultural development. Whilst difficulties in funding such events are appreciated, this remains a shortcoming.

Support, guidance and pupils' welfare

45. The staff of the school genuinely care about the wellbeing of the pupils and they provide both personal and academic help when pupils need it. The school has a strong sense of community and the staff have created an emotionally secure environment within which pupils can feel safe.

46. Procedures for monitoring pupils' progress and personal development are sound overall. The support for children starts before they join the school, providing a stress-free transfer to formal education in the school's reception class. This involves good liaison with the local playgroups, and home visits by the Reception class teacher. It is in this class that the school's monitoring procedures commence, with valuable baseline assessment. Appropriate records are kept on the development of the children who are under five. At Key Stages 1 and 2, staff deploy a number of further formal assessment procedures as pupils progress through the school, although these are not sufficiently comprehensive and consistent to fully measure and record pupils' progress.

47. Teachers in this school know their pupils well as individuals. Although there are no formal procedures to monitor their personal and social development, in practice teachers are able to support the pupils as necessary. The school has appropriate procedures to identify pupils with special educational needs and to monitor their progress through regular reviews. The special needs co-ordinator works well with other staff to plan and monitor provision and to ensure that the Code of Practice is followed. Outside agencies are consulted as necessary.

48. Procedures for monitoring and promoting discipline and behaviour are good, being better in practice than suggested by the slightly confusing set of school policies. The school's written discipline policy largely concerns the sanctions that are available, whereas the corresponding rewards, such as the house point and merit certificate systems, are listed elsewhere. A comprehensive behaviour management policy would clarify the school's procedures for parents and others, including supply teachers coming into the school, and would emphasise the fact that both rewards and sanctions are needed to achieve the schools' objectives. The Bullying Policy does outline an appropriate approach to any incidents and useful guidance for lunchtime supervisors is also included in specific policy documents. Pupils are helped to protect themselves with posters in every classroom telling them what to do if they are bullied. The teachers have high expectations of their pupils' behaviour and these are repaid. The lunchtime supervisors contribute well to the school's behaviour management.

49. Procedures for monitoring and promoting attendance are unsatisfactory. Only certain reasons for absence – holidays and lateness - are marked in the registers, and some registers have been completed in pencil rather than the legally required ink. Hence it is impossible to determine from the registers the reason for particular absences and whether they are authorised or not. Although there is an unauthorised absence book that is circulated round classes, this system does not guarantee accurate information on attendance – for example, the school's official 1998/99 absence return only listed two pupils as having unauthorised absences, whereas the true figure is patently much higher. The school does try to contact parents on occasions when no reason is given for a pupil's absence, although there is no systematic review of the registers by management.

50. Procedures for child protection are also unsatisfactory overall. This key issue from the last inspection has been partly addressed in that the school does have a very useful child protection policy and appropriate steps have been taken to ensure other staff are aware of their responsibilities under local child protection guidelines. Procedures now meet statutory requirements. However, there is unnecessary complexity and some overlapping of roles. The deputy headteacher is the named person responsible for child protection, but in practice the responsibility is shared with the headteacher and the special needs co-ordinator. This system has been in place for several months and has not yet been tested by any significant cases but it is insufficiently prescriptive. There is suitable health and safety provision in the school. The results from formal risk assessment procedures have been fed into the school development plan for action to ensure the school meets its obligations. All required safety tests are carried out. Safe practice was seen in all lessons observed during the inspection.

51. Overall the school has achieved satisfactory progress since the last inspection. Issues identified then, particularly lapses in health and safety procedures and the lack of a child protection policy, have been addressed, but other areas for improvement have been highlighted in this inspection.

Partnership with parents and the community

52. The school's partnership with parents and the community is sound. Most parents are satisfied with the information they receive from the school, believing that it gives them a clear understanding of what is taught and how well their own children are progressing. The prospectus is a well-written document that contains all the required information. By contrast, the Governors' Annual Report 1998 gave little of the character of the school and lacked a number of sections. These included attendance data, special educational need provision, facilities for disabled pupils, national SATs results as a comparison with the school's own data, professional development of staff, and progress on the school's post inspection action plan.

53. The written reports on pupil's progress are good, providing information on curriculum coverage, pupils' attainment and progress, and often suggesting targets for future work. There are regular opportunities for parents to meet the teachers to discuss the pupils' progress and meetings to hear about curriculum developments.

54. Parents' involvement with the school and their children's learning is sound. The school has a Home School Agreement ready for implementation. The vast majority of parents think the school is approachable and that it encourages them to play an active part in its life. A number of parents help in school on a regular basis. Most parents involve themselves by hearing their children read at home and support other homework when it is set. There is an active Friends Association, which organises social and fund-raising events. Parents of pupils with special educational needs are involved appropriately in reviews of progress and the setting of targets for their children.

55. The school has sound links with its local community. There is very effective liaison with local playgroups, with good opportunities for children to visit the school prior to entering the Reception class. At the other end of the school there are appropriate arrangements to make the transfer of pupils to secondary education as easy as possible. The introduction of a common core French course taught to all local primary schools provides a good example of effective liaison. The school uses the local church both for special services and as a learning resource, whilst the vicar regularly leads collective worship in school. A small number of other visitors come into school to support the curriculum. There is some financial support from local businesses and the police have visited the school when their resources have permitted.

56. The quality of the school's partnership with parents and the community has been maintained since the last inspection.

The management and efficiency of the school

Leadership and management

57. Leadership and management are sound. The governing body has developed a clear strategic view of the development of the school. The Chair is very well informed and plays a significant part in the life of the school. Governors are well briefed and have a sound understanding of their roles and the school's. The proceedings of the governing body enable it to fulfil its responsibilities well. All appropriate sub-committees are in place and report regularly to meetings of the full governing body. The exception has been the finance committee, which has recently undergone changes of personnel. Arrangements are in hand to ensure that it meets on a more regular basis in the coming term. The governing body does not meet statutory obligations in their annual report to parents, in the school's arrangements for recording absence and in ensuring that the full information and communication technology curriculum is taught.

58. The headteacher demonstrates a clear sense of purpose. He is effective in the management of staff and pupils and has greatly improved the quality of communication and relationships within the school since the last inspection. The deputy headteacher is a reliable source of support for the head and carries out his duties efficiently. However, the parameters of his job description are relatively limited and do not sufficiently emphasise the whole school role of deputy headship. There is now a well established and effective senior management team and senior staff have begun to attend governors' meetings, which has effectively promoted a clearer sense of common purpose.

59. Co-ordinators provide sound leadership and team working is now well established. There are regular key stage meetings and clear evidence of better liaison between the key stages. The staff are prepared to reflect critically on what they are doing and are committed to improvement. Job descriptions are clear and realistic and staff clearly understand their roles. However, there is some evidence of overload particularly where teachers attempt to manage too many major responsibilities.

60. Support and monitoring of curriculum development is sound. The school has made sound progress in addressing what was a key issue in the last report. The headteacher is aware of the quality of provision in classrooms. He has carefully monitored the quality of teaching in the literacy hour and offered all staff feedback on their performance. In addition, he has carried out a valuable exercise in tracking pupils' progress in English, which has helped staff to plan accordingly. Meanwhile, plans to monitor numeracy are in hand for the coming year. This is a well-focused approach. However, subject co-ordinators act primarily as consultants and resource organisers and do not systematically scrutinise planning or samples of work in their subjects. Although it is accepted that, in this relatively small school, there are good communications and a high level of interaction between staff, this remains a weakness.

61. Staff are suitably involved in the formulation of the aims, values and policies of the school. Aims are agreed, published, and express high expectations of pupils. These aims and values are clearly reflected in the work of the school. Parents' support for the aims and values is reflected in their views expressed in the questionnaire. Sound policies which were not in place at the time of the last inspection, now exist for most areas of school life and these have led to greater consistency overall.

62. Development planning is sound. Appropriate priorities and specific targets are identified. The school has devised a clear programme of action and targeted resources and funding well. There are clear timescales and sound procedures for monitoring and evaluating the outcomes of these plans. Staff are suitably involved in planning, implementation and review of the school development plan. In all these areas there has been clear improvement since the last inspection. Long-term planning is now suitably addressed and financial commitments outlined.

63. The special educational needs co-ordinator provides good leadership. She is well informed and fully committed to providing good quality support through regular communication with teachers and learning assistants and the monitoring and review of pupils' Individual Education Plans. Altogether, the co-ordination of special educational needs has improved considerably since the last inspection.

64. The headteacher, governors and staff are committed to high achievement, to providing an effective learning environment, good relationships and equality of opportunity for all pupils. The school is popular with both parents and pupils. The improved quality of leadership and management has had a positive impact on the work of the school and the school has sound potential for further improvement. The school meets its aims well and its ethos is good.

Staffing, accommodation and learning resources

65. The school has a sufficient number of teaching staff with suitable qualifications and experience to meet the demands of the school curriculum, including that for the children who are under five and pupils who have special educational needs. The number, qualifications and experience of support staff is good. There is a high level of learning support assistants to assist pupils with special educational needs. They work closely with the teachers and make a significant contribution to pupils' learning. The clerical and administrative staff, caretaker and midday supervisors all make a valuable contribution to the life of the school. Arrangements for the induction and professional development of staff are satisfactory.

66. All staff have received recent training in the implementation of the National Literacy and Numeracy strategies. This training has had a positive impact on the quality of teaching not only in these areas but also across the whole curriculum. The school has recognised the need for further staff training in information and communication technology and this is planned for the future. The management of staff development is sound with all staff benefiting from regular professional development interviews which have helped to identify their perceived training needs. These are then appropriately balanced with the overall priorities of the school as expressed in the development plan. There are up to date job descriptions for all staff. These are appropriately negotiated between the headteacher and individual staff.

67. Accommodation is good and considerable effort has gone into improving its quality. It allows the full curriculum to be taught effectively. The buildings, which are well maintained, include an attractive hall and good-sized classrooms. The school is clean and well decorated. Attractive displays of pupils' work enhance the working environment and support learning effectively. As a result of recommendations in the last inspection report, a medical room has now been provided. The playground has been developed well and provides good space for play and outdoor physical education, though it lacks a designated area with suitable equipment for children under five.

68. Overall, resources for learning are satisfactory. Recently the school has significantly improved resources in information and communication technology. There is now a good number of modern computers with printers in classrooms. In the upper part of the school there is also a scanner and Internet connection. Computer software is adequate. Music resources are good. The range of tools and materials for design and technology is limited, particularly at the end of Key Stage 2. Science resources are just satisfactory but apparatus and equipment for physical science topics are limited. Materials and equipment for art are barely adequate. Learning resources for geography are unsatisfactory. The school has a good range of books for the teaching of literacy and these are well organised. The Key Stage 1 and Key Stage 2 libraries contain a suitable range of non-fiction and reference material but books about non-western cultures are under represented. The shortcomings in learning resources in science and multicultural education were identified in the last inspection. These areas have not been satisfactorily addressed though resourcing for science is identified as an issue in the current development plan.

The efficiency of the school

69. Financial planning at the school is good and appropriately involves the governing body at every level. Governors are able to make decisions based on accurate current data. The school development plan and the budget are appropriately based on school and national priorities. Money for other subjects is held in a central budget to be drawn upon as required. The development plan is appropriately costed, which is an improvement on the findings of the previous inspection when this was a key issue. Outline plans are in place for the next two years.

70. Although there have been recent changes in personnel on the finance committee, financial control remains very good with the finance officer, chair and governors actively monitoring spending. The most recent external audit found everything to be in order and made no recommendations for improvement. Routine financial administration is also very good and there are appropriate terms of financial delegation to the headteacher. The school has a larger than average income but this relates to the recent change from grant maintained status. The current carry forward is appropriate. Care is taken to ensure that that spending is cost effective and that the best value for money is obtained. This represents an improvement since the last inspection. Ways of measuring the outcomes of spending decisions and evaluating their effect on standards have not yet been fully explored.

71. Staff are well deployed and good management structures are in place but, with the exception of music and French, specialist teaching is limited. Sound use is made of resources to support learning except for computers, which are insufficiently employed to support learning across the curriculum. Accommodation and facilities are used well. Good, and sometimes very good, displays serve successfully to stimulate pupils' learning and to celebrate their successes. The school makes efficient use of funds available to support pupils with special educational needs. Staff, resources and accommodation available to support special educational needs are effectively deployed, which successfully enhances the quality of learning and the progress made by these pupils. Additional grants for professional development are spent efficiently.

72. The school's income is above average. The attainment of the pupils on entry is below average and it is average when they leave. Most pupils make good progress. Teaching is a strength of the school and pupils' attitudes, behaviour and relationships are good. The school therefore provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for pupils under five

The quality of provision for children under five

73. The curriculum for children under five is sound and teaching is good. Children enter school in September of the academic year in which they are five on a part time basis for the first four weeks. Almost all children have had pre-school experience in a playgroup or nursery. At the time of the inspection, there were 25 part time children in the Reception class. A well managed programme of visits, both into the Reception class and by the teachers to playgroups and nurseries, ensures that all children are familiar with the Reception class before entry to the school.

74. Children's attainment on entry varies, but is generally below what is expected for children of this age in most areas of learning, especially language and literacy. In the Reception class progress is very good in personal and social development, language and literacy and mathematics skills. It is satisfactory in knowledge and understanding of the world, creative and physical development. By the time they are five years old, their attainment is above expectations in personal and social development, language and literacy and mathematics. In knowledge and understanding of the world, creative and physical development, attainment is as expected for their age. The very good progress is the result of the strong emphasis in the Reception class on practical activities involving the development of social, literacy and mathematical skills. Provision for under fives was not reported upon in the last inspection, it is therefore not possible to make a judgement about improvement.

Teaching

75. The teaching is shared between two teachers. There is a good level of communication between them and a consistent approach. The quality of teaching is good and is based on a clear understanding of the needs of the children of this age. The teachers establish a calm and purposeful atmosphere. The classroom is well organised with a wide range of practical activities, which covers all the recommended areas of learning and has a regular changing focus to stimulate children's interest. Planning for most areas of learning has an appropriate level of detail for the activities planned, except for a relative weakness in the planning for creative and physical development, which does not contain the same detail in the long and mid term planning. Assessment procedures are satisfactory with regular assessments being recorded and used effectively to plan new activities for children to support their individual progress. The teachers have good relationships with both children and parents and a friendly environment is created where the children are happy, secure and want to learn. Standards of discipline are good and based on a consistently quiet and firm approach that insists on high standards of behaviour and work. The teachers and classroom helpers work closely together and information is passed between them effectively.

The achievements of children under five

Personal and social development

76. In the Reception class, children show interest in exploring new activities. They make very good progress and quickly develop good relationships with one another, their teachers and the support assistants. They work and play happily alongside one another and share resources in twos or small groups. They respond well to learning situations and school routines are well established. Most are confident, sociable and polite with each other and with adults in the classroom. Teaching is good, with an insistence on high standards of politeness. Work focuses appropriately on helping children to learn to play and co-operate with each other.

Language and literacy

77. The youngest children make very good progress overall in the development of their language and literacy skills. Work concentrates appropriately on the development of speaking and listening both in whole class and small group situations. Here all adults involved are consistently reinforcing the need for careful listening and correct speech.

78. Teaching focuses appropriately on early writing and reading skills with a good emphasis on games and

activities which involve letter shapes. Children experience a good range of activities to support early reading skills. Children are encouraged to enjoy books and these are taken home regularly to share with parents. Early links with writing are systematically established through mark making, copying the teacher's writing and through gaining confidence as writers in their developmental writing. By the time they are five, previous evidence indicates standards in writing are mainly well within Level 1 of the National Curriculum, showing the ability to write simple words and phrases with clearly shaped and positioned letters. Higher attaining children are within Level 2 and ideas are developed into sentences and punctuated with capital letters and full stops. Reading attainments at age five are also good. All pupils are familiar with books and have a small vocabulary of words, which they recognise. Higher attaining pupils read simple text and are well within Level 1 of the National Curriculum.

Mathematics

79. In mathematics, the children make very good progress. They compare, match sort and order, and count using a variety of everyday objects, becoming familiar with numbers and the addition and subtraction up to 10, and most count up to 30. Children gain a good understanding of time in terms of o'clock and half past. Consistently good teaching in the Reception class provides a wide range of practical and purposeful activities which are well supported by the teacher and learning assistants. Their knowledge and skills are further consolidated through number rhymes, songs and counting games. Overall they reach standards that are above those expected for their age and most are working within Level 1 of the National Curriculum.

Knowledge and understanding of the world

80. It was not possible to see any of this aspect being taught, but evidence from planning and scrutiny of previous work suggests that the progress is at least satisfactory. A wide variety of approaches is employed to help children explore and understand the world. For example, through the topic focused on 'Jack and the Beanstalk', children grow beans and compare different plants. When the topic is 'Myself', they compare old and new photographs of their families and their clothes. They compare photos of 'me as a baby' and 'me now' and look at differences between old and new toys. Evidence from the inspection indicates regular use of the computer early in school life, when children learn to use a mouse to control games and activities on the computer to support their learning.

Physical development

81. Owing to the part-time provision for children under five early in the term, there is limited evidence for this area. Children use construction kits, handle scissors and use pencils and crayons appropriately and safely. On a weekly basis there is regular provision for developing their physical skills in the school hall, but there is no other provision for regular daily physical play in a secure outdoor environment. Shortages exist in large outdoor play equipment for activities such as balancing and climbing and in the provision of wheeled vehicles. Another weakness in resources, is the lack of large construction kits to provide children with systematic development towards the good range of smaller kits that are already available.

Creative development

82. Evidence from planning indicates that children experience a broad range of experiences in art, craft and creative play. In art they mix paint, cut and stick a range of collage materials and carry out a wide range of printing activities. The creative play corner is constantly changing and has provided such themes as 'a café', 'hairdressers', 'shoe shop' and an 'office'. Overall, the range of activities provided is satisfactory and provides a good variety of opportunities for interactive imaginative play. Progress is satisfactory and children meet the expected standards for their age in their creative development.

English, mathematics and science

English

83. The National Curriculum tests in 1998 showed that the percentage of pupils attaining national standards at the end of Key Stage 1 was above the national average in both reading and writing. At Key Stage 2, the percentage in English was well below the national average. At Key Stage 1, the number of pupils attaining

higher standards is well below average in reading and below the national average in writing. At Key Stage 2, the percentage of pupils with attainment above the expected level in English is below the national average.

84. 1999 results indicate that standards have been maintained at Key Stage 1, whilst at Key Stage 2, there has been a significant increase in the percentage of pupils attaining the national standard. As yet, there is no national comparative data for this year.

85. The results from inspection findings indicate attainment to be above national expectations at the end of Key Stage 1 and in line with national expectations at the end of Key Stage 2. However, a high percentage of pupils moves in and out of the school at Key Stage 2. This, together with differences in cohort size, contributes to variations in standards over the last three years. Over the last three years, standards at Key Stage 1 have been close to the national average in reading and above the national average in writing. Pupils with special educational needs are mainly achieving good standards in relation to their prior attainment. Since the last inspection, standards have been broadly maintained at both key stages.

86. Many pupils enter school with below average literacy skills. Very good foundations are laid in the Reception class. Progress continues to be good and by the end of Key Stage 1, above average numbers of pupils attain the expected levels in both reading and writing. The main reasons for this are consistently good teaching and the high expectations of all teachers. At Key Stage 2, progress is satisfactory overall. However, the expectations of the teachers are more variable and progress varies from satisfactory to very good.

87. All pupils are familiar with books when they enter Key Stage 1. They recognise a small number of words and their phonic skills are well established. Higher attaining pupils read simple texts and are well within Level 1 of the National Curriculum. By the end of Key Stage 1, a good number read fluently with expression and general understanding, indicating average or above average attainment. They respond well to questions about the plot of the story, showing a sound comprehension of the text. Most have learned to research independently from early information books and a secure understanding of alphabetical order enables pupils to use an index confidently. Many name their favourite books enthusiastically.

88. By the end of Key Stage 2, progress slows and standards attained are broadly in line with national expectations. The main contributory causes for this are variations in standards of teaching reading and a lack of focused targets set for pupils, which would enable them to know exactly how they could improve. There is an appropriate focus on the study of a variety of texts in the Literacy Hour. Pupils acquire the skills of identifying significant ideas and themes. They analyse character and plot. However, pupils name only a small number of favourite books and authors and do not display an obvious enthusiasm for a wide range of fiction.

89. Library skills are well established and pupils are competent in extracting information from books. Research is put to good use in other areas of the curriculum such as the use of note taking skills in history.

90. By the end of Key Stage 1, the number of pupils reaching national expectations in writing is above average. Many pupils have acquired a handwriting style which is accurate in form and consistent in size. Their writing is punctuated with the correct use of full stops, question marks and many use speech marks accurately. It is mostly well organised and clear, using an appropriate style for the purpose. Spelling is generally accurate or phonetically justifiable. By the end of Key Stage 2, most pupils write competently and comprehensively for a broad variety of purposes. A good number write in well structured paragraphs with an appropriate understanding of the development of setting, character and plot, using words imaginatively for good effect. Examples of work in the writing portfolio indicate that poetry and accounts of the Christmas holiday have been written in Year 3 and in Year 4, stories in chapters using drafting and editing processes. In Year 5, the range and challenge of the writing increases substantially. Pupils write character descriptions, historical fiction, news reports, information leaflets and extended writing books. In Year 6, factual reports of visits, formal letters of thanks and complaint and story introductions are some of the areas focused upon.

91. At both key stages, pupils use soundly developed language skills to communicate with adults and each other and they listen very carefully. By the end of Key Stage 1, they converse and listen in a variety of situations. For example, they employ Standard English to ask and answer questions when studying text at the start of literacy lessons. Teachers making a careful note of new words to be covered in lesson plans are establishing a widening vocabulary. By the end of Key Stage 2, almost all pupils explore ideas as a class, in pairs and larger groups, picking up ideas through careful listening and developing them in discussions. A good example of this occurred when pupils in Year 6 perceptively discussed the difference between fact and opinion

in a non-fiction text about the 'Bermuda Triangle'. They made initial suggestions and refined their ideas through collaborative discussion.

92. Pupil' attitudes are good at both key stages. They are consistently well behaved, come to school expecting to work and do so throughout lessons. In discussions, pupils are keen to respond and they are very attentive listeners. Pupils settle to their work quickly and concentrate, although the work rate drops when independent group work starts in some literacy sessions.

93. The quality of teaching is good throughout the school with examples of very good teaching at both key stages. The Literacy Hour is well taught and its introduction is having a positive impact on methods and lesson content, for example, through giving pupils increased access to good quality fiction. Teachers have a good understanding of its structure and organise lessons well. In some lessons, however, the pace diminishes during group work and response suffers. Tasks are well matched to the needs of pupils of different levels of attainment. The teaching of reading, though satisfactory, is less good. The monitoring of reading and recording of day to day progress is not carried out in a consistent and systematic way throughout the school. Reading records do not indicate what pupils do well and what they need to do to improve. Pupils receive too little guidance when choosing books, which does not promote the reading of challenging good quality books. In contrast to this, the monthly writing tasks undertaken by all pupils are a strength of the school. Teachers set clear targets from these to enable pupils to know exactly how to improve their work.

94. The National Literacy Strategy and the introduction of a daily literacy hour are firmly established as a result of a carefully structured plan and a well co-ordinated approach to its delivery. The co-ordinator is providing good leadership for the subject, working closely with the head teacher, who systematically monitors the quality of teaching throughout the school. This is helpful in informing teachers' planning and has influenced the school's revised literacy development plan. It has had a positive effect on the quality and consistency of teaching. The co-ordinator role has been considerably developed since the last inspection. A well-managed programme of assessment is consistently implemented resulting in detailed records in writing, spelling and comprehension. Yearly optional standardised assessment tasks provide a clear picture of comprehension skills and enable staff to track pupils' progress effectively.

95. Resources for English are satisfactory with a good collection of 'big books' and group readers supporting the Literacy Strategy well. However, some classroom book collections are limited and do not provide sufficient challenging high quality fiction. The library stock for Key Stage 2 is limited and some books are in need of repair or renewal. The collection does not give sufficient emphasis to a suitable range of books, which reflect the multicultural society in which we live.

Mathematics

96. The results of the 1998 national tests show that the standards achieved were well above the national average at Key Stage 1 and average at Key Stage 2. The proportion of pupils reaching higher levels was well above average at Key Stage 1 and average at Key Stage 2. When compared with similar schools, standards were well above average at both key stages.

97. By the end of Key Stage 1, pupils' current attainment is well above the national average. Standards have improved since the last inspection and have been maintained over the past two years. This year's national test results show that a slightly higher percentage of pupils reached the required standard by the age of 7. By the end of Key Stage 2, standards are average and are similar to those found in the last inspection. National tests for 1999 show a small increase in the proportion attaining the national standard. However this cohort was one third of the size of the previous year's and this increase is not significant.

98. Pupils' attainments in number, shape, space, measure and data handling are well above expectations by the end of Key Stage 1 and average by the end of Key Stage 2. Attainment in using and applying number is above expectations at Key Stage 1 and average at Key Stage 2. There is some use of numeracy in other subjects, notably science, but generally, the use of number is not sufficiently planned across the other subjects of the curriculum to exploit its potential fully.

99. At this early stage in the term it was necessary to draw on evidence from the previous Year 2 and Year 6 classes. By the end of Key Stage 1 most pupils add and subtract hundreds, tens and units. They sort and count three-dimensional shapes, use tally charts and represent their findings accurately on graphs. They know simple

co-ordinates and tell the time to the quarter of an hour. Higher attainers can work competently with quarters and halves. They understand the relationship between units of measurement, for example, when converting kilograms into grams.

100. By the end of Key Stage 2, pupils recall number facts accurately and are developing their own mental strategies for solving problems. They convert fractions to decimals and calculate simple percentages. They measure perimeters and angles with accuracy. Higher attainers work accurately with numbers to two decimal places. They identify obtuse, acute and reflex angles and measure the volume of cuboids.

101. Pupils enter the school with below average knowledge and skills and achieve above or well above average standards by the time they enter Key Stage 1. Progress in Key Stage 1 is good because of the high quality of teaching. The brisk mental sessions which start the Numeracy Hour provide a good example of effective teaching. They are very effective in engaging pupils' interest and improving their speed of thought and confidence. Work is appropriately matched to the wide range of ability in year groups by the provision of tasks which suitably challenge the pupils. This represents an improvement upon the findings of the previous inspection. In a particularly good Year 2 lesson, the teacher first drew pupils' attention to a note on the board that set out the aims of the lesson. She returned to this regularly to remind pupils what she was trying to achieve. Well-planned group tasks and a plenary session that was effectively used to assess pupils' learning followed a lively whole class activity using digit cards. Pupils made very good progress in this lesson.

102. Progress at Key Stage 2 is sound. Progress in most lessons seen was good and owed much to the successful introduction of the Numeracy Strategy. However, this has had too little time to make a significant impact on long term progress. Pupil transience and differences in the size and nature of cohorts of pupils have a limiting effect on overall progress at this key stage.

103. Pupils with special educational needs make good progress partly due to the high level of support they receive. High attainers make good progress at Key Stage 1 and sound progress at Key Stage 2. Girls outperformed boys in the 1999 tests but there is no significant difference in the progress of boys and girls over time.

104. Pupils' response to mathematics at both key stages is satisfactory or better in almost all lessons. Often it is very good. Standards in this area have been maintained since the previous inspection. Throughout the school, pupils are confident in their approach to mathematics. They respond with enthusiasm to questions, work well together and share willingly. They treat resources with care. They persevere well and most take pride in their work, though presentation is variable. At its best, work is neat and carefully set out. Occasionally, however, untidy presentation can sometimes endanger accuracy. Relationships between pupils, and between pupils and adults, are very good

105. The quality of teaching throughout the school is good. Partly as a result of the introduction of the Numeracy Strategy, there is now a consistent, well-structured approach to lessons. There is also considerably more of the direct teaching that was praised in the previous report. Lesson planning is good with clear objectives, activities, vocabulary and resources identified. Where teaching is best, work is carefully planned for the needs of pupils of all abilities, and teachers' explanations demonstrate their good subject knowledge. Good balance and pace along with smooth transition between activities also characterise the best lessons. In less successful lessons, unsatisfactory organisation of group tasks can result in pace slowing and pupils becoming restless. Teachers mark pupils' work fully and regularly though comments do not consistently tell pupils what they must do to improve.

106. Resources for the subject are adequate but need further enhancement because of demands upon equipment arising from the concurrent timetabling of Numeracy Hours. The use of information technology to support mathematics is sound though opportunities are sometimes missed.

107. The co-ordinator is enthusiastic and has already been active in establishing the Numeracy Strategy and in promoting the subject. As yet, there has been little monitoring of teaching and learning in mathematics. Plans are checked but there is insufficient work sampling and lesson observation. However, the school has clear action plan which focuses on monitoring standards in the coming year

Science

108. In the 1998 Key Stage 1 statutory teacher assessments, the percentage of pupils reaching the national expected standard of Level 2 or above was above the national average. The percentage of pupils attaining the higher Level 3 was below average. The 1999 assessments show a slight decline but national comparative data is not yet available.

109. The 1998 Key Stage 2 National Curriculum tests indicate that the percentage of pupils reaching the nationally expected standard of Level 4 or higher was above the national average. The percentage of pupils attaining the higher Level 5 was below the national average. Overall, standards were just below the national average. The results of the 1999 National Curriculum tests show an improvement in the proportion reaching the required standard but national comparative data are not yet available. Since the last inspection, test results have improved with significant improvements being made in 1997.

110. From lesson observations and sampling pupils' work, the inspection findings are that attainment in science is above average at the end of Key Stage 1 and average at the end of Key Stage 2.

111. In Year 2, pupils know that human beings grow and age. They examine photographs and recognise members of their class from early portraits. Pupils describe the features of ageing such as greying hair, balding and wrinkled skin. Pupils in Year 2 know that a complete circuit is needed to light a bulb. In Year 4, pupils explain the effects of changing batteries and bulbs in electric circuits. Pupils in Year 6 describe the different ways that seeds are dispersed. They use keys based on observable features to assist in grouping and identifying living things. Pupils recognise the need for fair tests in teacher led experiments and are beginning to draw conclusions from results. However, pupils are given insufficient opportunities to plan, carry out and interpret their own investigations and this restricts the development of advanced scientific skills.

112. In Key Stage 1, most pupils, including those with special educational needs, make good progress in the acquisition of knowledge, understanding and skills. By the end of Year 2 skills such as observing and classifying are well developed. In Key Stage 2, pupils make satisfactory progress. As science topics are revisited, for example, electricity and classification, previous learning is built on soundly and pupils acquire a deeper knowledge and understanding. Pupils acquire an appropriate scientific vocabulary as they progress through the school.

113. Pupils have positive attitudes towards science at both key stages. They are interested and attentive. Pupils willingly offer answers to the teacher's questions. The ability to raise questions of their own is less well developed. Pupils work well together during scientific activities. Behaviour in science lessons is usually very good. Very occasionally, when teaching is less than satisfactory, attitudes and behaviour are less favourable.

114. The quality of teaching at Key Stage 1 is very good and this has a positive impact on pupils' attainment and progress. At Key Stage 2, teaching is mainly good but with a small amount of unsatisfactory teaching. Teachers have a secure knowledge and understanding of National Curriculum science. Planning identifies learning objectives, appropriate tasks and resources. Teachers share the learning objectives with the pupils and this gives lessons a clear sense of purpose. In the main, teachers manage their pupils well and this leads to positive relationships and high standards of behaviour. Instructions and explanations are clear. Learning resources are generally well selected and used. Marking of pupils' work is brief. Work is ticked and there are encouraging words of praise but marking rarely indicates why a piece of work is good or how it could be improved.

115. In the best lessons, the teachers have high expectations of the pupils in terms of work and behaviour. Skilful questioning challenges the pupils and checks their understanding. Work is well matched to the differing pupil abilities. High quality learning resources are used effectively and the lessons maintain a brisk pace. The small amount of unsatisfactory teaching is characterised by low expectations of pupils, low level of challenge and slow pace. Learning resources and worksheets are of an unsatisfactory quality. These factors have an adverse effect on pupils' response and progress.

116. Long term plans outline the science units to be covered each year as pupils move through the school. These plans are based on the Qualifications and Curriculum Authority's (QCA) scheme of work. Detailed medium term plans for each unit which identify learning objectives, teaching and learning activities, resources and assessment opportunities are not fully developed. A system for assessing and recording pupil attainment is not yet consistently established throughout the school and this is a significant weakness. The school is developing a

portfolio of pupils' work as a record of pupil achievement. At present, the work samples do not indicate the National Curriculum levels attained.

117. Learning resources are just adequate to meet the demands of the National Curriculum but apparatus and equipment for physical science topics are limited. The leadership and management of science is sound. The headteacher and the co-ordinator carefully analyse National Curriculum assessment and test results. However, teachers' plans are not systematically monitored and classroom observations to evaluate and support teaching and learning do not take place at present. Monitoring and evaluation procedures are therefore unsatisfactory.

Other subjects or courses

Information and communication technology (ICT)

118. Attainment in information and communications technology is in line with national expected standards at the end of Key Stage 1. At the end of Key Stage 2, attainment is below the national expected standards because pupils have insufficient opportunities and experience in the areas of controlling, monitoring and modelling. In addition, there are too few planned opportunities for the use of ICT across the other subjects of the curriculum.

119. Pupils in Year 2 use word processing programs. They use a mouse competently but keyboard skills are limited. Year 2 pupils produce imaginative and attractive pictures using a paint program. They use computers well to support learning in mathematics. Pupils can control a roamer purposefully. In Year 3, pupils make labels of their names and addresses. They produce text in a range of different fonts and letter sizes.

120. Year 6 pupils use a word processing program to write reports of science experiments. They use a range of CD ROM programs to locate and extract useful information, which supports their learning in science and history. In data handling, pupils produce colour bar charts of favourite foods. However, lesson observations and examination of pupils' work indicate that at Key Stage 2, pupils' experience of this subject is limited in the areas of controlling, monitoring or modelling. Consequently, pupils at the end of Key Stage 2 do not attain expected standards overall.

121. Pupils' progress in information and communication technology, including those with special educational needs, is satisfactory at Key Stage 1 but unsatisfactory at Key Stage 2. Pupils have too few opportunities to develop the full range of skills set out in the Programmes of Study.

122. Pupils show positive attitudes towards ICT and demonstrate sustained levels of concentration. When working in pairs on computers, pupils work collaboratively and support each other's learning. Computers and software are handled correctly. Motivation is generally high and behaviour is very good.

123. During the inspection, very little direct teaching of ICT was seen. In Key Stage 1, Learning Support Assistants are used effectively to support teaching. Not all teachers are confident in ICT but essential training is planned. Teachers are beginning to use ICT to support learning in a number of curricular areas including English, mathematics, geography, history and science. However, opportunities are not adequately planned across the curriculum and the potential of ICT to support learning in a wide range of subjects is not realised.

124. The co-ordinator has produced a clear policy and an overview that identifies the areas of ICT to be covered and the skills to be acquired as pupils move through the school. This plan forms the basis for further improvement. However, from the class observation and examination of pupils' work, it is not yet fully implemented. The school has improved planning and the learning resources since the last inspection.

125. The school has recently invested substantially in new ICT hard and software. Most of this investment has come from the National Grid for Learning grant but the school has also invested significantly from its own funds. Staff are currently familiarising themselves with the new equipment.

126. The recent improved planning and resourcing in this area has not yet had significant impact on pupils' attainment and progress and there is no effective system for assessing and recording pupil attainment. Procedures for monitoring and evaluating standards and provision are unsatisfactory.

Art

127. It was only possible to see two lessons during the inspection, both of which were at Key Stage 2. Judgements are based mainly on scrutiny of displays and a well-constructed art portfolio.

128. Pupils make good progress in art at Key Stage 1 and learn the appropriate skills systematically. At Key Stage 2, progress is uneven throughout the key stage, but is satisfactory as a whole. This judgement is broadly similar to the findings of the last inspection. At Key Stage 1, the skills are practised regularly, providing sound consolidation and improvement. For example, in the school's art portfolio there is clear evidence of good progression in colour mixing skills within Reception and Year 1 classes. Good progress can also be found in the development of observational skills between Year 1 and Year 2, as seen in the pots of flowers which pupils have observed and drawn. These show a marked increase in the levels of detail and accuracy.

129. Year 4 pupils study the work of successful artists such as Van Gogh. A good example was seen when they studied 'Green Fields with Cyprus' and completed chalk pictures, which represented good attempts at recreating the artist's style and techniques. Work in printing is good throughout the school. Children in Reception experience a wide variety of techniques such as printing with bubbles and blow prints; they use everyday objects to print patterns. In Year 4, pupils print on a larger scale and combine this with a colour wash to good effect.

130. In the two lessons seen, teaching was variable. Teachers manage their classes with firm, quiet, effective control and use an appropriate range of well-organised resources. In the more effective lesson the teaching was well planned and focussed on clearly teaching the techniques of chalking. Time was appropriately allocated for pupils to experiment and evaluate their efforts. In the unsatisfactory lesson there were too many activities planned for the teacher to manage them all effectively. It was impossible for the teacher to give detailed guidance for the development of this range of activities and as a result, progress was unsatisfactory.

131. Pupils enjoy art activities and work diligently to complete tasks. They behave well and treat resources with care.

132. The co-ordination of art is satisfactory. The co-ordinator has a heavy workload of responsibilities within the school and art has not been a focus of development for a number of years. The last inspection identified the need to update the scheme of work. This has been recently undertaken in draft form but it currently contains too little detail. The co-ordinator has identified the need to have more training for herself and for a number of staff who lack confidence in the subject, but this has not yet been addressed owing to other identified priorities. A useful portfolio of work has been assembled, which tracks progress and coverage through the school. Resources are adequate, but lack a range of specialist materials to extend and enhance the curriculum.

Design and technology

133. During the inspection, only three design and technology lessons were seen, one at Key Stage 1 and two at Key Stage 2. Curriculum plans were studied and discussions were held with pupils and staff. Photographs of previous work along with previously constructed models were examined. Based on this evidence, the inspection findings are that at both key stages, pupils are making sound progress at both key stages.

134. From early Key Stage 1, pupils show a sound understanding of designing and demonstrate good constructing skills. In Year 2, pupils design and make a 'desk tidy' to hold pen and pencils. They also design and make model swings using straws, pipe cleaners and plasticene. By Year 4, some pupils are beginning to modify their design or product after making judgements about it. Year 6 pupils apply designing skills to a range of tasks but progress is hindered by pupils' infrequent contact with design and technology projects.

135. Pupils have positive attitudes towards design and technology. They work well together on tasks and talk enthusiastically about their work. Pupils work collaboratively in exchanging and agreeing ideas. Behaviour in lessons is good.

136. Teachers have a sound knowledge and understanding of the subject. Lessons are planned well with clear learning objectives and an appropriate range of activities. Instructions and explanations are clear. Pupils are managed well. In the best lessons, the final part of the lesson is used to check pupils' progress and provide opportunities for them to evaluate their own and others' designs.

137.The school has a sound policy statement. Long term plans set out the units of work to be covered throughout the school. However, suitably detailed medium term plans have not been developed and there is no established system for assessing pupils' attainment. Learning resources at Key Stage 1 are adequate. The range of materials, tools and construction kits used at Key Stage 2 is limited.

Geography

138.Pupils make sound progress at both key stages, which is similar to the findings of the last inspection.

139.By the age of seven, most pupils describe the features of locality using appropriate geographical terms and express their likes and dislikes. They also develop appropriate skills to locate the position of features on plans and maps and acquire geographical vocabulary about weather and climates. Pupils draw maps using keys and symbols and know the position of countries on a map of Great Britain.

140.Older pupils have a clear understanding of environmental issues. They know about some distant locations and understand the importance of the Nile to Egypt. They understand a number of key features affecting the origins of settlements and take into account a range of factors in choosing suitable locations. By the end of Key Stage 2, they know about the Earth's crust and understand volcanoes. They can describe igneous, metamorphic and sedimentary rocks. Pupils with special educational needs make good progress and achieve appropriate standards in relation to their prior attainment

141.Pupils enjoy geography lessons. They show curiosity and take an interest in studies of the area in which they live and in other parts of the world. They work well together when provided with the opportunity, for example, when pupils in a Year 6 lesson worked in pairs to decide on the most appropriate location for a village and were given the chance to evaluate their decisions. This represents an improvement since the last inspection.

142.The quality of teaching is satisfactory. Teachers have sound subject knowledge and have suitable expectations of pupils. There are too few resources to effectively support the teaching of the subject and although some use is made of the locality, there is too little emphasis on fieldwork. Similarly, there is too little emphasis on the systematic study of other locations. This is due in no small part to the lack of a detailed scheme of work. This limits the possibility of pupils learning geography in a steady and systematic way. The school is aware of this and though geography has not been a priority for development, the geography co-ordinators are already drawing upon recent curriculum guidance to improve provision.

History

143.The school provides a broad history curriculum and pupils make sound progress overall with good progress at Key Stage 1. Younger pupils have a sound knowledge of a number of important figures from the past. They know that that life was different in the past and make informed guesses when trying to identify artifacts such as a carpet beater and a flat iron. They can identify differences between life in the past and the present time such as which domestic objects are old and new. They are beginning to understand chronological order. By the end of the key stage, pupils create timelines to show the birthdays of famous characters. They accurately sequence developments in farming and identify the similarities and differences between schools now and in Victorian times.

144.Year 4 and 5 pupils have a developing sense of chronology. They understand bias and prejudice in historical evidence, for example when studying contrasting reports of the Armada. Many have a good knowledge of a variety of aspects of Tudor life. They are conscious of the differences between the life styles of different social classes at the time. Older pupils have a good understanding of elements of Ancient Greek, Saxon and Egyptian society. They use books and CD-ROMs to gather and organise information.

145.Pupils' response to history lessons is good. They are interested in the work provided and listen attentively to their teachers and to each other during discussions. They focus well on written and research tasks and co-operate fully with one another when this is appropriate.

146.From the limited number of lessons observed, teaching is sound. In a Year 2 lesson focusing on the use of artifacts as evidence, it was very good as pupils were given a clear understanding of historical detective work. Discipline is positive and effective and lessons are well planned. Teachers have a secure understanding of the

aspect of the subject that they are teaching. From the work scrutiny it is clear that a relatively limited range of methods is employed and that some teachers draw on a relatively narrow range of resources. There is too great a reliance on worksheets in some classes. Pace is good in most lessons with the best lessons characterised by lively delivery and good transitions between activities. Expectations are usually appropriate, with good quality questioning often being used to extend pupils' thinking.

147. There is an appropriate whole school plan for history and the scheme of work is currently under review. Assessment, however, is not consistently used to inform the level of work provided for different pupils. The co-ordinator has a clear idea of how the subject needs to be developed in the future. Her role in monitoring standards in the subject is limited by time though she has checked teachers' planning. She has produced a useful portfolio of pupils' work, which though it does not clearly show National Curriculum levels, does help to demonstrate progress through the school. The school is adequately resourced for history but there are some areas of shortage as there are no longer any contributions from the local museum service. Meanwhile, too little use is made of visits and visitors to support first hand experience.

Music

148. At the time of the last inspection, standards in music were above average and the strength of this subject has been maintained, particularly in singing. The singing throughout the school is good. It is tuneful and controlled and diction is very clear. Pupils have regular opportunities to build up individual and group compositions and progress is good overall.

149. Pupils in Year 2 show an appropriate awareness of pitch and rhythm and know a good range of songs, including action songs, which they sing by heart. They begin to control the volume of their voices and develop good awareness of their part in a group. In Year 5, pupils confidently sing two part songs, maintaining independent lines whilst relating sensitively to other's performance. They understand a good range of symbols, including sol-fah notation with hand signs, and reach above average standards for their age. In Year 6, pupils' progress in singing continues to be good and they sing very competently with increased awareness of pulse and rhythm. They listen very carefully to complicated rhythms performed by the teacher and quickly repeat them with a good level of accuracy for their age.

150. The good progress maintained throughout the school is a direct result of good teaching, based on very good subject knowledge and very detailed lesson planning, closely related to previous assessments. A particular strength is the use of clearly defined lesson objectives which are shared with the pupils at the start of each lesson. The co-ordinator is a subject specialist and teaches music throughout the school, ensuring a level of expertise and providing well for continuity within the subject and progress through the school. Good relationships are maintained with pupils of all ages and quiet, firm, effective discipline, along with shared good humour, contribute well to the good teaching. All pupils make positive responses in music lessons. They are very focussed on their work and meet the high expectations of the teacher, both in the pace of their work and the standards expected. They have a well-developed appreciation of each other's performance.

151. The co-ordinator for music provides good leadership and the music curriculum is well developed. The subject is well resourced and the co-ordinator has a very good overview of resource needs. The scheme of work together with the collection of detailed lesson notes in the co-ordinator's file, provide a supportive and helpful framework for the curriculum.

Physical Education

152. At Key Stage 1, pupils make good progress At Key Stage 2, pupils make satisfactory progress overall. However, progress in swimming at Key Stage 2 is good with pupils attaining standards above those expected nationally.

153. Throughout the school, most pupils make good progress in the development of physical skills. From early Key Stage 1, pupils begin to practise and evaluate their performance. During the inspection, very good progress was observed in gymnastics in Year 2. Here they performed basic actions to travel on the floor and on simple apparatus. They worked creatively in developing a sequence of movements involving balancing, jumping, turning and rolling. By the end of Key Stage 2, games and gymnastics skills are well developed. Pupils in Year 6 demonstrate sound passing and catching skills in 'touch rugby'. They practise and improve their performance and sustain energetic activity over suitable periods of time. In a Year 4 lesson pupils made very good progress

in the consolidation and development of netball skills. Only when teaching is unsatisfactory is progress also unsatisfactory.

154. Pupils' attitudes to physical education lessons are good and often very good. Pupils listen attentively to instructions and respond well to questions and to the challenge of tasks set. Most lessons have a clear sense of enjoyment. Pupils practise alone, in pairs or small groups with full regard for safety. Relationships between pupils and adults are mostly very good. At both key stages, many pupils are able to make constructive comments about their own and others' performance. Where teaching is unsatisfactory, pupils' response is less favourable but they still demonstrate satisfactory attitudes and behaviour.

155. The quality of teaching at Key Stage 1 is very good. At Key Stage 2, it is good overall but varies from unsatisfactory to very good. Teachers have a secure knowledge and understanding of PE and plan their lessons well.

156. In the very good lessons, teachers' expectations were high and challenging tasks were set. Lessons were well structured and activities flowed coherently from one to another. Instructions and demonstrations were extremely clear. Teachers managed their pupils extremely well and this and achieved very good behaviour. The teachers achieved high levels of motivation. Opportunities were provided for pupils to evaluate their own and others' performance. The lessons maintained a brisk pace and space and apparatus were used well.

157. Where teaching was unsatisfactory, expectations were low and the pace of the lesson was slow. Activities did not flow coherently and there were periods of pupil inactivity. Insufficient opportunities were provided for pupils to evaluate and improve their performance. These factors resulted in unsatisfactory progress.

158. Detailed schemes of work are not yet established though the school offers a full range of physical education activities. Swimming is organised on a fortnightly basis for pupils from Year 2 onwards. This provision is partly funded by the Parents' Association and contributes to the high standards in swimming. The school competes against other schools in a range of sports. Accommodation and resources are adequate to meet the demands of a broad and balanced physical education curriculum. A good range of extra curricular activities enhances the physical education programme including football, netball and rounders.

Modern Foreign Language - French

159. Pupils in Years 5 and 6 receive one half-hour of French tuition each week. They make good progress in developing new vocabulary and accurate pronunciation.

160. Year 5 pupils know the French words for a variety of colours and can answer simple questions such as 'Comment t'appelle toi?'. After just four lessons, they are beginning to develop sound accents. Year 6 pupils can name the letters of the alphabet in French and can conduct simple conversations such as 'Ça va?'- 'Ça va très bien merci'. They can state their names ages and addresses using increasingly accurate accents.

161. Pupils clearly enjoy French and pay close attention. They work well with minimal supervision and are willing to help each other. Behaviour is good and reflects their enthusiasm for the subject.

162. In the two lessons seen, teaching was good. The fact that the teacher's own first language is French has a positive effect on standards and particularly on the accuracy of pronunciation. Lessons are conducted largely in French. They are well organised and run at a brisk pace. Good questioning actively engages pupils of all abilities. Discipline and class management are good. Resources are well used.

163. French is taught as part of a liaison activity with the local secondary school and as such, makes a positive contribution to the smooth transition between primary and secondary phases.

PART C: INSPECTION DATA

Summary of inspection evidence

170. A team of 4 inspectors who spent 14.5 inspector days in school carried out the inspection. Activities were observed [including registration, assemblies and extra curricular activities] and the pupils' work was studied for a combined total of 73.5 hours. Meetings were held with pupils, staff, governors, parents and various other members of the school community. There were also various informal discussions. Non-teaching staff, students and volunteers were also observed in the course of their work. Samples of pupils' work from all year groups were scrutinised. Inspectors listened to pupils reading and discussed their understanding of books and authors. The team closely examined school documents before and during the inspection. Two members of the team met 1 parent at a meeting held prior to the inspection to hear their views. These and the 50 responses to 153 questionnaires distributed to all parents were also taken into account.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	187	1	77	51

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	8
Number of pupils per qualified teacher	23

Education support staff (YR - Y6)

Total number of education support staff	7
Total aggregate hours worked each week	123

Average class size:	28.3
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FINANCIAL DATA

Financial year:	1998/9
	£
Total income	402011
Total expenditure	375753
Expenditure per pupils	2009
Balance brought forward from previous year	7855
Balance carried forward to next year	34113

PARENTAL SURVEY

Number of questionnaires sent out:

153

Number of questionnaires returned:

50

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	30	66	4		
I would find it easy to approach the school with questions or problems to do with my child(ren)	56	44			
The school handles complaints from parents well	28	45	23	4	
The school gives me a clear understanding of what is taught	38	48	12	2	
The school keeps me well informed about my child(ren)'s progress	38	50	8	4	
The school enables my child(ren) to achieve a good standard of work	44	54	2		
The school encourages children to get involved in more than just their daily lessons	30	54	16		
I am satisfied with the work that my child(ren) is/are expected to do at home	32	62	2	4	
The school's values and attitudes have a positive effect on my child(ren)	36	60	4		
The school achieves high standards of good behaviour	32	54	10	4	
My child(ren) like(s) school	56	42		2	

Other issues raised by parents

Parents were pleased with the quality of provision for pupils with special educational needs.