

INSPECTION REPORT

**FOULRIDGE ST MICHAEL & ALL ANGELS
CHURCH OF ENGLAND PRIMARY SCHOOL**

Colne

LEA area: Lancashire

Unique reference number: 119434

Headteacher: Mrs A Wells

Reporting inspector: Mr P T Hill
6642

Dates of inspection: 26th - 29th March 2001

Inspection number: 190086

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Skipton Road
Foulridge
Colne
Lancashire

Postcode: BB8 7NN

Telephone number: 01282 861338

Fax number: 01282 861338

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Elaine Haworth

Date of previous inspection: September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6642	Peter Hill	Registered inspector	Science Information technology Geography History Equal Opportunities Special Educational Needs	What sort of school is it? How well is the school led and managed? What should the school do to improve further?
9882	Alice Rae	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
1272	Ian Hocking	Team inspector	Mathematics Design & Technology Physical Education	How well are pupils taught? The school's results and pupils' achievements
30362	Jacqueline Henshaw	Team inspector	Foundation Stage English Art Music	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

School Inspection & Consultancy, 19 Marple Road, Charlesworth, Glossop, Derbyshire. SK13 5DA.

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Alexandra House

33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Michael and All Angels C of E Primary School is situated on the edge of the village of Foulridge. Approximately a third of pupils' families live in the village, a third in houses on a local authority estate and the remainder in the town of Colne. There are 195 children in the school. The vast majority of pupils are of white UK heritage with less than 3% of pupils of different ethnicity. No pupils speak English as an additional language. 17% of pupils are eligible for free school meals. This is about average. The percentage of pupils identified as having special educational needs is below the national average. Two children have statements of special need. The majority of children who enter the reception class have attended local playgroups and nurseries. Children's levels of development, on entry to the school, are in line with those expected for children aged under 5. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

This is an effective school providing good value for money. The school is very well led and managed and this is having a very positive effect on the school ethos and on standards. The school has made considerable progress recently. Pupils are well taught in all areas of the school and during the inspection there was a very high percentage of good and very good teaching. Very good teamwork between teachers and support staff considerably benefits all pupils. By the time they leave the school most pupils attain standards which, overall, are in line with the national average and with similar schools. Last year's results fell short of the school's targets in English. This, however, was against the trend of other recent years, when, since 1997, and until last year, standards have consistently been well above the national average.

What the school does well

- The school is very well led and managed by the headteacher.
- Teaching is good overall with a high proportion of very good and excellent teaching. This is a substantial improvement since the last inspection.
- Spiritual, moral, social and cultural provision is very good.
- Personal development and relationships are very good.
- The school provides a very good range of additional activities.
- The curriculum is very good.
- Links with the community and partner institutions are very good.
- Provision for pupils with special educational needs is very good.
- The Numeracy and Literacy strategies have been implemented very well.
- Links with parents are very good and parents have a very good and positive view of the school.

What could be improved

- The pupils' standards in, and the school's coverage of, the information technology National Curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996. Since that time the school has made very good progress in addressing the Key Issues identified in the last report and in other areas of development. Teaching is now good with clear coverage of the National Curriculum programmes of study. The only exception is in the development of ICT, which still does not meet requirements. However, there has been considerable recent improvement in the provision in this area. The school development plan is a very effective document and provides a good basis for future development and for measuring the impact that planning has on standards of pupils' work.

Besides addressing the Key Issues, there have been considerable major improvements in the decoration of classrooms and the school environment, the level of equipment and resourcing and, the development of teamwork between all staff throughout the school. These additional developments, some of them quite recent, have been a breakthrough in the life of the school and provide a very strong platform for raising standards.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	D	E
mathematics	B	A	B	B
science	A*	B	B	A

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

The school's results have been consistently above average over the past few years. In the year 2000, 11-year-olds standards in mathematics were above average when compared with both the national average and with similar schools. In science, standards were above average compared with those nationally and well above compared with similar schools. However, as can be seen from the table, last year standards in English were below average when compared with all schools and well below average when compared with similar schools. Last year's results are explained by the relatively high proportion of pupils in that group who had special educational needs, especially in the use of English language. Overall, the trend of results attained by 11-year-olds is broadly in line with the national trends. Results fell short of the schools targets in English but exceeded them in mathematics and science. For 7-year-olds the school's results in reading and writing are above average both when compared nationally and with similar schools and in mathematics are well below both the national average and the average of similar schools. However, the results in mathematics were in fact slightly better than recorded because an external administrative error worked against the school. Standards in information technology are below average in both key stages. There is no significant difference in the performance of boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They enjoy coming to school and are enthusiastic in lessons, listening well to their teachers.
Behaviour, in and out of classrooms	Good overall, with exemplary behaviour in a significant number of lessons. A few pupils are, on occasions, not as well behaved; chattering and causing others to loose concentration.
Personal development and relationships	Very Good. Pupils' personal development is very good. Their relationships with each other and with adults are very good and a strength of the school. They respect others' values and feelings.
Attendance	Satisfactory.

Pupils' attitudes and behaviour are good and their relationships and personal development are very good and strengths of the school. This makes a very positive contribution to the overall good rate of progress that pupils make and helps to create an environment where pupils enjoy learning, work hard and try their best.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is good, with a high proportion of teaching that is very good and excellent. During the inspection teaching in 8 % of lessons was excellent, in 40 % very good, in 30 % good and in 17 % satisfactory. Unsatisfactory teaching occurred in just 2 lessons. There was an impressive amount of very good and excellent teaching. There has been substantial improvement in teaching since the last inspection when there was a much higher percentage of unsatisfactory teaching. Improved planning and teachers' knowledge of subjects, more challenging tasks being presented to pupils and very good teamwork all contribute to improved teaching. Teaching is good in English and science in both key stages and good in mathematics in Key Stage 1 and very good in Key Stage 2. The Numeracy and Literacy strategies have been very well implemented. Planning lessons to meet the needs of all pupils is very good and is a considerable improvement since the last inspection. As a result, lessons very effectively meet the needs of all pupils. Pupils with special educational needs are very well catered for and taught and consequently make very good progress in relation to their individual needs. There were only limited opportunities to judge the teaching of ICT but overall there is currently not enough scope for pupils to gain the expected skills, knowledge and understanding in this area. This is being remedied through the provision of a new ICT suite and a higher profile for ICT.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum provided for children in the Foundation Stage of learning is very good. For pupils aged 5 to 11 it is broad but lacks appropriate balance as it does not meet the statutory requirements for the teaching of ICT. The school provides an outstanding range of additional and extra-curricular activities.
Provision for pupils with special educational needs	Very good. This is very well co-ordinated and managed and has a high priority throughout the school. As a result pupils with special needs make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good and a strength of the school. Considerable and effective emphasis is placed on pupils' social and moral development. The provision for multi-cultural development has improved significantly since the last inspection, as have links with the local Church.
How well the school cares for its pupils	The school takes very good care of its pupils. The headteacher and staff know the pupils very well, have very good procedures for monitoring pupils' progress and supporting their personal development.

Links with parents are very good and parents have a very good and positive view of the school. The response in the Parents' Questionnaire was very positive with a 40% return and a very high percentage of satisfaction indicated in all aspects. The school provides an outstanding range of additional activities, considerably enhancing the curriculum. The opportunities for pupils to use and learn about ICT do not currently ensure that the school meets the statutory requirements in this area, although progress in the development of ICT provision is very good. The school is especially good at providing and caring for its pupils. Pupils needs and strengths are well known and the school has very good procedures in place to monitor individual progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher, who is very well supported by the strong teamwork throughout the school. The growth of this teamwork has been an extremely significant development recently.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They play an important role in shaping future direction and have a good understanding of the strengths and areas for development. They do not, however, fulfil their statutory duty in relation to the ICT National Curriculum.
The school's evaluation of its performance	Very good. This is an area of significant improvement since the last inspection.
The strategic use of resources	Very good. This is another significant improvement and has resulted in considerable improvements in the environment and the provision of resources, for example, the ICT suite.

The school is very well led and managed. The headteacher leads by example. She is very well supported by governors and key staff, has high expectations and a clear view of the school's future direction. She is determined to improve the school environment and provision in order to raise standards for all pupils. The principles of best value are appropriately applied and form an essential part of all the school's monitoring, analysis and planning. The leadership and management are fully aware of the standards throughout the school and how these compare both with similar schools and nationally. The accommodation is very attractive and well used and is enhanced through very good quality display and decoration. It is well maintained and very well cared for. Learning resources are good for the core subjects of English, mathematics and science and are improving for ICT. Staffing levels are appropriate and there is very good teamwork between all adults, to the considerable benefit of all pupils, including those with special and individual needs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p><i>Well over 95% of parents who returned questionnaires strongly agree, or agree, that:</i></p> <ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • Behaviour is good. • Teaching is good. • Parents feel comfortable approaching school about problems and suggestions. • School works closely with parents. • The school expects children to work hard. • The school is well led and managed. • The school is helping children become mature. <p><i>Over 90% of parents strongly agree, or agree, that:</i></p> <ul style="list-style-type: none"> • . Their children get the right amount of work to do at home. • They are well informed about how their children are getting on. <p><i>87% feel that the school provides an interesting range of activities outside lessons</i></p> <ul style="list-style-type: none"> • School provides an interesting range of activities 	<ul style="list-style-type: none"> • There was no significant issue raised by parents

41 per cent of parents' questionnaires were returned and the response shown above was strongly supported by the views of those parents who attended the Parents' Meeting. Parents are very positive in their support for the school. They have recognised considerable improvement in many areas of the school's work since the last inspection and especially recently. Inspectors strongly agree with all the positive views expressed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 When they begin school in reception, the vast majority of pupils have attained the standards anticipated for 4-year-olds. At the age of five almost all pupils have at least met the standards expected in readiness to begin the National Curriculum in Year 1.

2 In the Year 2000 national tests for 11-year-olds the school's results in English are below average when compared with all schools nationally and well below the average of schools of a similar nature. The results also fell short of the school's targets for this year. However, these unfavourable results are untypical and against the trend of other recent years. Since 1997, and until last year, standards have consistently been well above the national average. Last year's results are explained by the relatively high proportion of pupils who had special educational needs, particularly in the use of English language. In mathematics, results are above average when compared nationally and when compared with similar schools. Science results are above average nationally and well above similar schools. The results in mathematics and science exceeded the school's realistic targets. Overall, the trend of results attained by 11-year-olds is broadly in line with the national trends.

3 In the Year 2000 national tests for 7-year-olds the school's results in reading and writing are above average both when compared nationally and with similar schools. In mathematics, results are well below both the national average and the average of similar schools. However, the results in mathematics were in fact slightly better than recorded because an external administrative error worked against the school. Teacher assessment in science also produced results below average. The results in mathematics and science are depressed because greater emphasis was given to preparing pupils for the English tests.

4 On the basis of lessons seen and scrutiny of pupils' work, standards attained by the present Year 6 pupils are at least in line with the national average in English and above average in science and mathematics. On a similar basis, the work of present Year 2 pupils matches the national standards in English, mathematics and science.

When comparing the school's test results from one year to the next or with other schools it is important to exercise caution. Statistical comparisons based on small numbers of pupils can be unduly influenced by the exceptional high or low performance of just a few.

5 At the ages of 7 and 11, namely the end of Key Stage 1 and 2 respectively, pupils attain average standards in art, history, physical education and design and technology. Standards achieved by 7 and 11-year-olds in geography are above average. Insufficient evidence was available to make a secure judgement on the standards achieved by 11-year-olds in music but, by the age of 7, pupils' standards are above average. In information and communication technology, (ICT), standards throughout the school are below average mainly because pupils have not developed, in sufficient depth, the required skills, knowledge and understanding. However, some appropriate skills are evident in word-processing and in using ICT for researching information, for example, pupils in Year 5 made effective use of CD-Rom based information when researching phases of the moon. Presently, pupils are unable to demonstrate capability to access the internet, send emails or use data logging features of ICT.

6 Standards of literacy are good throughout the school because basic skills are taught well. Standards of reading are good and strategies are in place to develop and improve higher order reading skills. Children read regularly and are well supported at home. The new reading scheme and suitable texts are used well and are suitably chosen to challenge and further raise standards. Pupils are confident in reading to their peers in class and in assemblies. They are able to use research skills with

increasing competence as they progress through school. Phonic awareness is systematically developed and pupils use a variety of reading strategies.

7 Standards of writing are good. From an early age pupils write independently using their own knowledge of phonemes, word banks and classroom books to help. Older pupils compose their writing in draft and learn how to develop and improve their writing through teacher input and through sharing their writing with others. Visitors to school inspire writing and pupils use ideas they have learned. Strategies are in place to improve the writing of older pupils. This is working well and these pupils are producing high quality extended pieces of work.

8 Speaking and listening skills are above average and are developed through opportunities to express opinions, work co-operatively or use drama and role-play. Pupils share ideas, play imaginatively and express themselves well in most cases.

9 Handwriting is particularly well developed and most pupils have control of cursive script from Year 1. Although quality of presentation of class work is very good in Year 4, there is an inconsistency in the quality of presentation of some pieces of work in other classes.

10 Numeracy standards are also good. By the age of 11, pupils are competent in the manipulation of fractions, decimals, and simple percentages. They have learned about rotational symmetry of shapes and can use formula to calculate the area of rectangles. They are also able to conduct investigations, for example, into the properties of palindromic numbers, and use calculators to learn about order of operations in calculations.

11 Pupils throughout the school are making good progress in developing their recall of number facts and in mental manipulation of number. Pupils in Year 6 have above average levels of skill in written calculations and many, mainly high-attaining pupils, have reached the required standards in mental calculations. Pupils are able to use and apply their numeracy skills in other subjects, particularly in science, for example, Year 6 pupils used line graphs to record water temperature and bean growth. Other applications include use of a variety of measuring skills by Year 5 pupils in making parachutes in science, widespread use of measuring skills in design and technology and reference to contours and co-ordinates in geography.

12 Overall, with the exception of ICT, all pupils achieve well in relation to their prior attainment, especially in mathematics, science and geography. Pupils' standards of presentation in written work are somewhat inconsistent, for example, the excellent standards in Year 4 books are not seen elsewhere, even in the work of older pupils. The school needs to ensure greater consistency is achieved in this feature of learning.

13 Pupils with special educational needs also achieve well and make good progress towards the targets specified in their Individual Education Plans.

14 The school has effective systems for tracking the progress and achievements of pupils and provides additional classes to boost performance in English and mathematics.

Pupils' attitudes, values and personal development

15 Pupils enjoy school, where they are well known and valued as individuals. They are enthusiastic about their work and about the extra-curricular activities in which they partake. Parents are rightly pleased with the attitudes promoted in the school.

16 Behaviour is good, pupils behave well around school and are very attentive during assemblies. In the classrooms behaviour is usually good and on occasions it is exemplary, such as in a Year 6 mathematics lesson where pupils enjoyed the lesson, discussed ideas and worked co-operatively. The

teacher's relationships with the pupils were excellent and the lesson fired the pupils' enthusiasm for mathematics. Occasionally, however, pupils' behaviour in lessons is not as good. This is usually because there is not a clear use of encouragement and reward, or, if necessary, sanction. The lack of attention and chattering on these occasions then result in these few pupils not becoming involved in their work and sometimes distract other pupils' concentration.

17 Relationships throughout the school are very good; pupils are both courteous and confident. The youngest pupils soon gain confidence and independence in school and older pupils are helpful and co-operative. They are able to undertake tasks sensibly and responsibly whether it be a 'one off' request or a regular job such as helping with assemblies.

18 Pupils work well together and play well together, with boys and girls of different ages mixing well together in the playground. They listen to each other in classroom discussions and value each other's opinions. Their teachers, especially the headteacher, provide very good role models by the way they relate to everyone in the school.

19 Attendance is broadly in line with the national average and the rate of unauthorised absence is better than the national average.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20 Overall, the quality of teaching is good, with a high proportion of teaching that is very good and excellent. In 17 per cent of lessons teaching is satisfactory. In 30 per cent of lessons teaching is good, in 40 per cent it is very good and in 8 per cent it is excellent. This represents an impressive amount of very good and excellent teaching. Unsatisfactory teaching occurred in just 2 lessons, one in each of Key Stages 1 and 2.

21 Teaching of the pupils aged under five is very good overall. Teaching is very well planned and prepared, making good use of resources. A striking feature of this successful teaching is the high standards expected of pupils within a context of enjoyable and challenging activities. Regular assessment of pupils' learning enables staff to gain a clear knowledge of pupils' developing skills, knowledge and understanding. The Reception classroom provides a secure, stimulating and caring environment where pupils are encouraged to be independent and responsible. As a result, pupils achieve very well and make very good progress in their learning. Pupils are encouraged to concentrate and listen to adults and each other and to develop their confidence to express themselves. Excellent relationships between the staff and pupils contribute to effective class control. Pupil behaviour is managed very consistently, effectively and unobtrusively. Similarly, the strong sense of teamwork between the teacher and the highly able nursery nurse contributes a great deal to the very good provision which exists in the Foundation Stage. This represents a strength of the school.

22 In Years 1 and 2, (Key Stage 1), teaching is good in English, mathematics, science, geography and physical education and is satisfactory in art. Teaching is very good in music. Teaching in Years 3 to 6, (Key Stage 2), is good in English, science, geography and physical education and satisfactory in art. Teaching in mathematics is very good.

23 In both Key Stages 1 and 2, whilst predominantly good teaching was observed, insufficient lessons were observed to enable secure judgements to be made about the teaching of information and communication technology (ICT), design and technology and history. Similarly no judgement is made about the overall teaching of music in Key Stage 2.

24 Throughout Key Stages 1 and 2, very good lesson planning and thorough preparation provide strong foundations for successful teaching and learning. With the exception of ICT which is currently underused, teachers make very good use of resources. Pupils' learning benefits from good levels, and effective use, of resources. Good examples include the use of individual whiteboards in English and

mathematics lessons. These enable all pupils to respond simultaneously to teachers' questions, thus maintaining pupils' interest and involvement.

25 In most lessons throughout the school, pupils' behaviour is managed very effectively. However, some lessons in Key Stages 1 and 2 are punctuated by teachers' admonishment of a few pupils. Such interventions disrupt the flow of learning and impair what would otherwise be good and very good teaching.

26 Teachers and support staff work in close partnership to present a supportive regime in classrooms. Almost all pupils respond co-operatively. Teachers take care to make clear to pupils the intended learning outcomes of the lesson. These objectives are sometimes revisited during the summary phase of the lesson to reiterate the key learning points made earlier. This approach is especially prevalent in the English and mathematics lessons and reflects the highly successful manner with which the school has implemented the National Literacy and Numeracy Strategies. In Key Stages 1 and 2 the basic skills of literacy and numeracy are taught very well. The teachers' very good delivery of the National Literacy and Numeracy Strategies is enabling pupils to make good gains in English and mathematics.

27 In literacy, the basic skills of phonics, spelling and handwriting are well taught. Work is tailored suitably to meet the needs of all pupils; a particularly good example is that of reading comprehension in Year 6. Teachers provide many appropriate opportunities for pupils to speak in front of their peers; a good example is that in a Year 2 lesson where pupils were sharing and discussing their ideas. From their earliest days in school, pupils are encouraged to write in extended form and for a variety of audiences.

28 Numeracy skills are developed through well-structured mathematics lessons, all of which begin with a brisk opening phase where pupils' mental and oral skills are sharpened. A particularly good example was observed in a Year 5 lesson involving metric measures. Another highly relevant mental session was seen in a Year 6 lesson involving angle measure. Here, the lesson began with pupils rehearsing the multiples of 90. Teachers rightly highlight, through wall displays, the new words arising within each topic, thus developing pupils' mathematical vocabulary. Written computational skills are also taught very effectively.

29 Excellent teaching was observed in three mathematics lessons, one in Year 4 and two in Year 6. Notable characteristics of this highly successful teaching include teachers' enthusiasm for the subject, skilful questioning that challenges and deepens pupils' understanding and excellent relationships with pupils.

30 The two instances of unsatisfactory teaching arose in a Key Stage 1 art lesson and in a Key Stage 2 physical education lesson. In the art lesson, an over ambitious attempt to involve all pupils simultaneously in painting resulted in negligible progress in learning. The physical education lesson, involving hockey skills, was unsatisfactory because insufficient attention was given to safe practice. In both cases these were isolated features of unsatisfactory teaching and were far outweighed by the strengths exhibited in other lessons taken by the same teachers.

31 At present, pupils' acquisition of ICT skills is impaired by the fact that insufficient use is made of computers. However, on the few occasions where teaching of ICT was seen, effective learning took place. Such examples include fractions and angles work in Years 4 and 6 respectively, geography and science work in Year 5 and English work in Year 4.

32 Teaching is also good for pupils with special educational needs (SEN). Class teachers are involved in the drawing up of Individual Education Plans. These are highly detailed and include precise and measurable targets. All teachers and support staff know the pupils well and have a good level of

awareness of their needs. Lesson planning reflects the range of different abilities within each class. Teachers and support staff respond sensitively and appropriately to the needs of all pupils.

33 Marking of pupils' work is thorough in all subjects. However, there is considerable variability in the quality of pupils' presentation of work. Some younger pupils present work at a higher standard than do older pupils. This inconsistency of teacher expectation needs to be addressed. Homework is set appropriately in line with the school policy. It supplements work done in school and contributes significantly to pupils' learning.

34 There has been substantial improvement in teaching since the last inspection when there was a significant amount of unsatisfactory teaching i.e. 14 per cent of lessons. There is now only 5 per cent of unsatisfactory teaching and the amount of very good and excellent teaching has increased from 3 per cent to 48 per cent. Systematic monitoring of teaching throughout the school, much improved planning and teachers' secure knowledge of subjects, more challenging tasks being presented for pupils and the very good sense of teamwork that now exists amongst the staff all contribute to improved teaching. In the light of these substantial improvements since the last inspection, the challenge for the school is to bring about greater consistency, especially in the management of pupils and in the quality of their presentation of written work and to ensure that greater use is made of ICT.

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

35 Overall, the quality and range of learning opportunities offered to pupils are very good. The school offers a broad curriculum that is strengthened by the outstanding extra-curricular opportunities available. These include many sporting opportunities and cultural activities. The school has fully implemented the Foundation Stage curriculum for pupils under the age of five. Curriculum provision in the Foundation Stage and for mathematics and English is very good. However, the curriculum is not balanced as it does not meet statutory requirements to teach information technology.

36 There has been a very successful adoption of the National Literacy and Numeracy Strategies. Teachers are secure in the use of the frameworks. The National Literacy Strategy has had a good impact on the range of literature and literacy experiences offered to the pupils. Group reading strategies have increased confidence and allowed teachers to focus on specific skills and knowledge. Opportunities are offered beyond the National Literacy strategy in the development of lunch-hour reading groups. These groups have reconstructed the settings or plots of books they have read through visits and drama. Poets and other visitors to school have developed opportunities for creativity. There has been recognition of the need to challenge pupils and intensive, extended writing is undertaken in conjunction with another school.

37 The impact of the strategies is evident in other areas of the curriculum such as in religious education when pupils wrote letters of forgiveness to St Peter from Jesus. Also, evidence of the use of the Numeracy strategy was observed in areas of design technology and geography.

38 The QCA schemes and guidance have been partially adopted for foundation subjects but the school has adapted these for their own purposes. This has led to a mainly very good set of policies and schemes that offer structure to the curriculum and guidance for staff. The exception to this is the policy and scheme for information technology. The curriculum is not fully taught and the policy and scheme are not detailed or informative enough to aid teaching.

39 Most programmes of study are covered, with the exception of information technology. Not all strands of the information technology curriculum are implemented and, as a result, attainment is below national expectations.

40 Although building work has temporarily housed the library in a corridor, it is adequately stocked and labelled. The new library should make a pleasant environment for the selection of books and for research.

41 There is a policy for personal, social and health education and a good scheme of work. There are appropriate suggestions for a progressive development of activities to teach sex education, drugs awareness and health education. These activities are delivered during circle time, during the science curriculum or by visiting experts such as the school nurse. The school has good communication with health personnel who may assist with teaching or supply information. A Life Education bus comes to school for a week and a structured programme covers many areas of interest.

42 There are good examples of opportunity for personal development, for example, the encouragement of independence from a very early age. Pupils are encouraged to talk to visitors and to behave well at all times. Circle time is used to develop personal skills and to discuss a variety of issues in a climate of trust. The curriculum is available to all pupils who have equal rights of access. The Special Educational Needs Code of Practice is fully implemented and pupils have Individual Education Plans or behaviour plans as necessary.

43 The curriculum is enriched by a wealth of visits, visitors and extra-curricular activities offered at various times of the year. Most areas of the curriculum are enhanced by extra curricular activities. These include dancing, reading, cross-country, art, short tennis and netball. There are visits from musicians, poets and artists and visits to churches, a mosque and other schools. The school offers a residential visit to Year 6 pupils.

44 The school enjoys many community links through its links with other schools, churches and village life. The community, including parents, has contributed to the textile wall hangings in the foyer. A grandparent has made the 'Flowerpot Men' for the garden. These are much appreciated by the reception children. The English action plan has identified an intention to develop further links in the village to assist in hearing pupils in Key Stage 2 read on a regular basis.

45 The school has strong links with feeder schools, nurseries and playgroups and with the local high schools. The schools' festival also contributes to the continuity of those links particularly as the large school hall accommodates rehearsals for nine other schools and is used for many other local activities in the evenings or at weekends.

46 The daily act of corporate worship complies with statutory requirements. The school makes very good provision for pupils' spiritual, moral, social and cultural development. The basis for this is the role model provided by the staff of the school and especially the headteacher. Assemblies, lessons, extra-curricular activities, the school's health education programme and circle time, all combine to deliver this very good provision. Assemblies have a major impact on the pupils' spiritual development. They are well planned and delivered and are used to help pupils understand the Christian faith and reflect on ideas about beliefs and values. All pupils are well known and valued in school and assemblies are used to celebrate events in each pupil's life and to give sympathy and support. Pupils also have chance to reflect on the wonder of the world in lessons, such as when pupils in the Reception class were able to reflect on the wonder of growth and life cycles.

47 Pupils are encouraged to co-operate and consider others from their earliest time in school. The behaviour policy is clear and gives teachers good guidance so that staff and pupils are aware not only of the expectations for behaviour but also why particular behaviour is expected. In particular circle time, religious education lessons and assemblies give pupils opportunities to develop their understanding of moral issues. Many opportunities are given for pupils to take responsibility, work co-operatively and play a part in the life of the school community. Older pupils were able to decide how to spend money they had won in a competition. They decided to spend it on improving the school environment and were involved in the decisions about how this would be done.

48 The school gives pupils many opportunities to appreciate their own cultural traditions. Pupils take part in music, dance and drama, both in school and at local festivals. Since the last inspection links with the local church have been developed and pupils experience the cultural traditions of the Christian church within their own community. The decorative hangings in the school entrance are an exceptionally good celebration of community artwork depicting local culture. The provision for multicultural development has also improved significantly since the last inspection. Pupils study other religions in religious education lessons and this has been made more real for the pupils by a visit to a mosque and through links with another school where pupils have very different cultural backgrounds. Pupils are encouraged to value traditions and beliefs different from their own, better preparing them for life in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49 The school takes very good care of its pupils. The headteacher and all the staff know the pupils well and there are very good relationships throughout the school, ensuring that pupils' needs are known. This is backed up by a range of clear policies, which give staff very good guidance on caring for the pupils. Child protection procedures are very good and are enhanced by staff knowing the pupils well.

50 The school has very effective arrangements for assessing pupils' attainments. A school assessment policy aids long term planning through a whole school overview. Medium term plans are monitored termly or half-termly and short-term plans are monitored weekly. A range of evidence is retained including portfolios of core subjects, records of achievement, photographs, test results and termly workbooks. This considerably aids teachers' overall assessment of pupils' standards.

51 Throughout their time at the school, pupils are assessed at regular intervals using a range of external and standardised tests as well as daily teacher assessments. The data is analysed regularly and has now been computerised in order to track individual pupils' progress. Further development in this area would be helpful in providing targets for individual pupils.

52 Good use is made of the information to aid planning although, at times, the information does not filter through to short term planning of foundation subjects. Clearer assessment of these subjects would lead to more specific objectives in the foundation subjects.

53 A number of pupils are identified as high achievers or having specific difficulties and, as a result, appropriate actions are taken, for example in reading groups, additional literacy support or extended writing groups.

54 Parents recognise and value the headteacher's prompt, and effective, handling of any instances of bullying or harassment. The school's behaviour policy gives staff clear guidance on encouraging good behaviour by giving reasons for particular behaviour and through a range of reward strategies. These strategies are not always used consistently in lessons and occasionally some lack of attention and chattering from small groups of pupils is not effectively dealt with by teachers.

55 The health education programme, delivered within the secure Christian ethos of the school, helps pupils to understand about healthy and safe living. Pupils develop independence and confidence throughout their time in school and there has been a significant improvement in the ways the school encourages them to take responsibility for school life and routines since the last inspection.

56 The school helps identified groups to progress by, for example, arranging additional reading groups and support for science at lunchtimes and breaks. For higher-attaining pupils there is a writing group which works with pupils from another school.

57 Pupils with special educational needs are very well supported through the use of very effective Individual Education Plans. Pupils with statements of special educational needs are well cared for whilst being given full access to the curriculum and to school life.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58 The school has a very good partnership with parents, who value the school and appreciate the work of the headteacher and her staff. They especially value the provision for the moral welfare and the personal development of their children as well as the attainment and progress their children achieve in school.

59 The school communicates well with parents, who feel welcome in school. Written communication is of a good standard and parents appreciate the newsletters, curriculum letters and communication books. Before children start school, parents receive a very helpful booklet addressed to their child and containing useful information and activities.

60 The prospectus and the governors' annual report to parents are clear but only show numbers of absences rather than the actual attendance rates and the rates of unauthorised absences. In the prospectus the information about facilities for access to the school for pupils with disabilities is insufficiently clear, especially given that the school is on two floors.

61 Parents are involved in their children's education through information sessions about the curriculum, detailed written reports and parents evenings and through helping with homework. They are willing to help with events, fundraising and special projects. However, there are few parents involved in school on a day-to-day basis, even in the Reception class.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62 The school is very well led and managed by a headteacher who leads by example. She is very well supported by governors and key staff, has high expectations and a clear view of the school's future direction. She is determined to improve the school environment and provision in order to raise standards for all pupils. There is strong teamwork throughout the school. The growth of this teamwork has been an extremely significant development recently.

63 Governors fulfil their responsibilities well. They play an important role in shaping future direction and have a good understanding of the strengths and areas for development. They are very committed to the school. They do not, however, fulfil their statutory duty in relation to ICT in that the subject fails to meet the requirements of the ICT National Curriculum.

64 The school's evaluation of its performance Very Good. This is an area of significant improvement since the last inspection. The leadership and management are fully aware of the standards throughout the school and how these compare both with similar schools and nationally. The school has very good procedures for monitoring, evaluating and developing teaching and for improving standards. In particular, the teaching of literacy and numeracy has been suitably monitored and this has led to the school substantially improving its teaching in these subjects. Similarly, the school makes good use of its analysis of assessment data to target specific areas of teaching to bring about improved standards. This is already having a positive impact on standards, in particular in raising levels of attainment.

65 The strategic use of resources is very good. This is a significant improvement and has resulted in considerable developments in the environment and the provision of resources, for example, the ICT suite. In the recent past there has been some very well-managed use of funding but until recently, despite hard work, it has been difficult for the school to make progress. Recently the headteacher and governors have managed to obtain and co-ordinate a number of sources of funding and the difference

in the school have been dramatic. The effect has not only been on the environment and resources but also on staff morale and teamwork. Further developments and building work are currently going on, again as a result of careful planning and forward thinking.

66 The principles of best value are appropriately applied and form an essential part of all the school's monitoring, analysis and planning.

67 The accommodation is very attractive and well used and is enhanced through very good quality display and decoration. The level of care in the provision in, for example, pupils' toilets, is very good. Pupils have been involved in choosing colours of paint and the pictures that are hung on the walls. The school is generally well maintained and is clean and very well cared for.

68 Staffing levels are appropriate and there is very good teamwork between all adults, to the considerable benefit of all pupils, including those with special and individual needs. The school is committed to the continuing professional development of staff, as evidenced by its carefully thought out Performance Management Policy. Classroom assistants and nursery nurses contribute significantly to the learning and progress made by all pupils and especially for those with statements of special educational needs. The school administrative staff carry out their duties efficiently and effectively and present a welcoming image of the school.

69 Learning resources are good overall. They are good in the core subjects of English, mathematics and science, are very good for pupils aged under five and are good in art, design and technology, music and PE. Resources are improving considerably for ICT. However, the present usage of ICT equipment based within classrooms is limited and, at the time of the inspection, the ICT suite is unfinished. As a result, pupils currently have insufficient access to ICT and especially computers to develop their computer skills and apply them across other curriculum subjects.

70 Given the average income it receives and the good teaching provided, and the above average standards attained by pupils, the school is providing good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Raise standards in information and communication technology by:

ensuring National Curriculum requirements are met;

further enhancing teachers' confidence and expertise in the subject.
(paragraphs 24 ,31, 39, 63, 69, 147, 148, 149.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8%	40%	30%	18%	5%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	0	195
Number of full-time pupils known to be eligible for free school meals	0	34

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence	%
School data	5.2
National comparative data	5.2

Unauthorised absence	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	14	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	10	9
	Girls	13	13	13
	Total	25	23	22
Percentage of pupils at NC level 2 or above	School	96 (96)	88 (85)	85 (96)
	National	84 (82)	88 (86)	88 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	10	11
	Girls	13	13	13
	Total	24	23	24
Percentage of pupils at NC level 2 or above	School	92 (93)	88 (96)	92 (96)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	20	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	10
	Girls	15	18	20
	Total	22	25	30
Percentage of pupils at NC level 4 or above	School	73 (79)	83 (83)	100 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	9
	Girls	16	17	18
	Total	24	24	27
Percentage of pupils at NC level 4 or above	School	80 (79)	80 (79)	90 (88)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	162
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	8.3
Number of pupils per qualified teacher	26.7
Average class size	27.9

Education support staff: YR – Y7

Total number of education support staff	5.0
Total aggregate hours worked per week	104

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	2000
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	£
Total income	311314
Total expenditure	316145
Expenditure per pupil	1747
Balance brought forward from previous year	45382
Balance carried forward to next year	40551

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	195
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	24	1	0	0
My child is making good progress in school.	58	38	5	0	0
Behaviour in the school is good.	55	41	3	0	1
My child gets the right amount of work to do at home.	43	51	5	1	0
The teaching is good.	66	33	1	0	0
I am kept well informed about how my child is getting on.	49	43	6	0	3
I would feel comfortable about approaching the school with questions or a problem.	80	18	1	1	0
The school expects my child to work hard and achieve his or her best.	74	24	1	1	0
The school works closely with parents.	59	38	1	1	1
The school is well led and managed.	86	10	1	1	1
The school is helping my child become mature and responsible.	70	28	1	0	1
The school provides an interesting range of activities outside lessons.	59	28	6	0	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71 Most children who enter school in the reception class have had the opportunity to attend local pre-school establishments. As a result most children attain standards expected for their age. Whilst in the reception class they make good progress in all areas of learning and almost all achieve the early learning goals by the time they are five years of age. Attainment in creative development is particularly well developed and many children achieve above the national expectation. Children with special educational needs also make good progress and achieve in accordance with their abilities.

72 A wide range of closely integrated and very well planned activities results in very good learning. The clear understanding by staff of how pupils of this age learn leads to the shared planning of independent and supported activities.

73 Teaching is very good overall and is never less than good. Sixty-six per cent of teaching is very good. There are very good relationships within the class and high expectations of achievement and behaviour. As a result all children, including those with special educational needs, learn well.

Personal, social and emotional development

74 The development of this area is very good. Pupils are encouraged to work and play co-operatively, to take turns fairly and to help one another. Examples were seen of pupils helping each other with their aprons. Almost all the children dress and undress quickly and sensibly for physical education. They know where their resources are, play well in role-play areas and obey rules. The children behave well and listen to their teachers. They are able to change activities with the minimum of fuss and are learning to carry equipment safely and to use tools. They maintain concentration, completing tasks or playing imaginatively at length, and are friendly and interact freely with pupils and adults. Children are introduced to other cultures through story, art and music. They enjoy singing and show awareness of other voices.

Communication, language and literacy

75 Standards of language and literacy are good. There are many opportunities for pupils to develop their skills in speaking and listening, writing and reading. They listen carefully to stories and skilful questioning assesses their abilities. Excellent use of resources and practical activities ensures clear understanding and builds confidence. The children use appropriate vocabulary when playing in their garden centre, talking about their frogs' spawn or their exciting garden or talking about a book.

76 Children have the opportunity to write at the writing table and are directed to, for example, write a shopping list for a book character. They write 'orders' or names on cheques for their garden centre. They write observations into their bean diaries. The standard of writing is good and children use letters for cursive style writing from reception age. Almost all the children are beginning to form this style of lettering well. Most of the children write independently and use their own knowledge of phonics, word banks, books or other means to spell words by themselves. Most children have good support from home.

77 Children enjoy reading in their book corner and are often absorbed in a book. A structured literacy time each day ensures the teaching and reinforcement of basic skills and development of individual pupils. Games and supported activities ensure that all pupils learn at their own pace but are suitably challenged. A lesson on initial and final sounds was planned so that each child was successful in their

learning. Many can recognise initial and final sounds, can identify rhyme and recognise title, spine, author and blurb. They enjoy reading their reading scheme books that they also take home to share. Written activities help to encourage understanding of the texts. Further oral or written activities develop story sequencing and story language. Children are encouraged to use non-fiction texts and there are many examples related to the topics or activities of the day, for example, gardening, butterflies or frogs.

Mathematical development

78 Standards of mathematical development are good. Children are encouraged to use the correct mathematical vocabulary and to use mental strategies of calculation. They are able correctly to place numerals in position between 1 and 20 or 1 and 10 according to ability. Children know which numbers come before, after or between. They are able to count forwards and backwards and can write the numerals. They know what day it is and which days follow and precede the day. Questioning is clearly focused on particular pupils to challenge or ensure success.

79 Children are excited by mathematics and discuss what possibilities there are to the answers. Practical activities reinforce the mental calculations and make the lessons enjoyable. They are encouraged to check their work by carefully counting and understanding is assessed through carefully planned questions.

80 Mathematical development is incorporated within many other areas. Children deal with money in their role-play, decide on whether a basket is getting heavier or lighter in their story and identify shape within the environment. They are invited to complete work on the flip chart that the teacher has used for demonstration. Several children were seen independently discussing this work and making decisions to complete the sheet. The language of position is reinforced within games and physical education. There is a very good use of resources during lessons.

Knowledge and understanding of the world

81 Standards of attainment in this area are good. Children are presented with a range of opportunities and learn very well, studying, for example, the life cycle of frogs and butterflies from first-hand experiences and growing beans, cress and grass. Children record their findings in a variety of ways and talk enthusiastically about what they have noticed. They can use magnifying glasses and notice circular patterns that mirror their life cycle patterns. Children understand the requirements for life and have experimented with changing the colour of white carnations.

82 The children use their senses by making fruit from appropriately coloured play dough, making musical instruments and selecting paints to decorate or by working in their garden. The water tray was filled with soil and contained a variety of shooting bulbs. The children can identify the shoots and roots and understand what happens when a plant grows. They were excited when their own cress initials began to germinate.

83 The children attend assemblies and are taught religious education. Music, stories and art introduce them to other cultures and beliefs. They use the computer to support the curriculum although the equipment should be at a more child-friendly height.

Physical development

84 Standards in physical development are good. Children have a games and physical education lesson every week and use the outside environment as weather and other commitments allow. All children change appropriately. However, the very large hall is very cold for such young children.

85 Expectation of behaviour and attainment is high and children are confident in their use of apparatus. They can safely carry equipment and sensibly move from place to place. The children can travel using a variety of movements, can hold different shapes with their bodies and jump from a variety of heights with increasing skill, improving each time. In games lessons children follow rules and respond rapidly to their teacher's instructions. They demonstrate good co-ordination in throwing a variety of items and learn about which ones will bounce. They understand the effect of exercise on their heart rate.

Creative development

86 Standards of attainment in creative development are very good. Pupils draw packaging from observation and can recreate colours seen in magazines in mixed paint. They had painted sunflower mobiles and used a paint programme to create sunflowers on the computer. Children used a variety of materials to make a collage to illustrate their life cycle of the frog and carefully drew fruit from their story. They notice and recreate details and can work in both large and small scale and in both two and three dimensions. The children are able to use a variety of brushes to create repeating patterns on their musical instruments. They know what red and yellow or blue and yellow will make when mixed. They have learned artistic techniques, such as a variety of lines, to use within their work.

87 Co-ordination of the curriculum is very good. Planning is thorough and staff work very well as a team. More specific objectives would be useful for short-term planning in areas other than literacy and mathematics.

88 There is good communication between the staff and parents, which opens dialogue and helps carers to work together for the children. There is clear information for new parents and children have their own booklets to complete. There has been a very good improvement in the provision since the Foundation curriculum has been implemented. There is a clear focus not only on provision for the areas of learning but on the National Numeracy and Literacy strategies, children are challenged in order to raise standards. The children in the reception year are well prepared for the demands of the National Curriculum in Year 1.

89 The pleasant environment allows for much of the curriculum to take place outside in fine weather. However, it is not possible for pupils to have free access to a secure outside area which could become a major asset to the Foundation Curriculum. The school has identified a need for wheeled toys, outside storage and a cycle track within the grounds. However, a secure area for the children would mean that outside activities could be incorporated within the daily curriculum to extend opportunities further. These would be particularly useful for physical development and for knowledge and understanding of the world.

ENGLISH

90 Pupils' attainment on entry to school is in line with national expectations for all strands of the subject. Pupils under the age of five are offered many opportunities to develop their language and literacy skills in all areas of the curriculum and make good progress in the reception class.

91 Standards of attainment of the present Year 2 are in line with national expectations. In the 2000 national tests for seven-year-olds, attainment, using the average national points score, was above average in reading and writing in comparison with the national average and in comparison with similar schools. Teacher assessment of standards in speaking and listening was above the national average for pupils achieving Level 2 and in line with national average for pupils achieving Level 3.

92 Standards of attainment of the present Year 6 are better than those achieved by 11-year-olds in 2000 and are at least in line with national expectations. In the 2000 national tests for 11-year-olds,

attainment in English was below the national average and well below that of pupils in similar schools. This has been explained by a high percentage of pupils with special needs. When compared with pupils with a similar average points score at Key Stage 1 these pupils performed in line with expectations at Key Stage 2. Attainment for years 1997-1999, places pupils' achievement at well above national average.

93 Standards of literacy are good throughout the school and basic skills are taught well. The National Literacy Strategy has had a good effect on teaching and learning and is beginning to impact on other subjects, for example, religious education and mathematics.

94 Standards of reading are good and strategies are in place to develop and improve higher order reading skills. Children read regularly and are well supported at home. The new reading scheme and suitable texts are well used and are suitably chosen to challenge and further raise standards. Pupils are given the opportunity to read to their peers in class and in assemblies. They read a variety of fiction, non-fiction, poetry and playscripts. Pupils are able to use research skills with increasing competence as they progress through school. Phonic awareness is systematically taught and pupils use a variety of reading strategies.

95 Standards of writing are good. From an early age pupils write independently using their own knowledge of phonemes, word banks and classroom books to help. Older pupils compose their writing in draft and learn how to develop and improve their writing through teacher input and through sharing their writing with others. Visitors to school inspire writing and pupils use ideas they have learned. Strategies are in place to improve the writing of older pupils. This is working well and these pupils are producing high quality extended pieces of work.

96 Speaking and listening skills are good and are developed through opportunities to express opinions, work co-operatively or use drama and role-play. Pupils share ideas, play imaginatively and express themselves well in most cases.

97 Handwriting is particularly well developed and most pupils have control of cursive script from Year 1. Although presentation of class work is very good in Year 4, there is an inconsistency in the quality of presentation of some pieces of work in other classes.

98 Pupils' attitude to the subject and their behaviour during lessons is good. It is never less than satisfactory with only a small minority of pupils demonstrating inattentive or attention-seeking behaviour.

99 Teaching of language and literacy in the Foundation Stage is very good. Teaching of English in Key Stages 1 and 2 is good overall. All teaching is satisfactory or above and in 42 per cent of lessons in Key Stage 1 and 2 teaching is very good. In a Year 2 lesson very good relationships and subject knowledge led to secure handling of strategies to allow pupil discussion and positively included pupils with special educational needs. Very good learning resulted from this well-planned lesson. Flexible organisation of the National literacy strategy in a Year 4 lesson led to the preparation and clear understanding of questions to be used to interrogate a branching data base. Good pace in this lesson kept pupils' full attention even though explanations were necessarily lengthy. Less successful lessons are mainly due to the teachers' less than rigorous attention to the unsatisfactory behaviour of a small minority of inattentive pupils. A more obviously consistent reward and sanctions strategy would assist in the control of these pupils.

100 The quality of marking is usually good and basic skills are suitably emphasised. However, although handwriting is good, the presentation of work should be improved through the correct use of rulers, applying consistent rules for altering work and the insistence of higher standards of presentation. Further diagnostic marking and guidance for improvement would be a useful reference tool for older pupils.

101 Co-ordination of the subject is very good. It is a shared responsibility that uses expertise from Key Stage 1 and 2 and places high priority on the subject by including the headteacher on the team. The literacy action plan has identified groups of pupils for improvement and staff have implemented the action plan well. Resources are good and are well used. The subject and the National Literacy Strategy are having a positive effect throughout school as teachers find ways to link and incorporate the development of literacy in other areas.

102 The library is temporarily housed in the corridor but plans for the new library area should ensure that research skills, making choices about fiction and using information technology in English will be developed. In general, information technology is under used in English. There have been isolated examples of the use of the technology and on one occasion a strong link with technology.

103 Since the previous report there has been a very good improvement. More attention has been given to assessing and diagnosing progress in reading and to the teaching of higher order skills. The range of writing opportunities in Key Stage 1 has been extended and opportunities for extended writing in Key Stage 2 have been developed. Teaching has improved from satisfactory overall to good overall with a significant amount of very good teaching. Information technology continues to be under used.

MATHEMATICS

104 The school's 2000 national test results for 11-year-olds are above average when compared with all schools nationally and when compared with schools of a similar nature. This represents good achievement since amongst last year's Year 6 pupils was a particularly high number of pupils with special educational needs (SEN). Scrutiny of work completed by the present Year 6 pupils, and lesson observations, indicate that these pupils are attaining similar standards to those of last year.

105 The school's 2000 national test results for 7-year-olds are well below average when compared to all schools nationally and when compared with similar schools. Scrutiny of work from the present Year 2 pupils, and lesson observations, suggest that standards are better than those of last year and are broadly average.

106 The school has been very successful in introducing the National Numeracy Strategy (NNS). As a result, teaching is good in Key Stage 1 and very good in Key Stage 2. Overall, teaching is good in 14 per cent of lessons, very good in 29 per cent, excellent in 43 per cent and satisfactory in the remaining lessons. Lesson planning, throughout the school, is very good and makes clear the intended learning outcomes, which are often communicated to the pupils. Relationships between teachers and pupils are at least good and in some classes excellent. As a result, in virtually all lessons, pupils' behaviour and concentration are good. Teachers create a positive climate for mathematics by presenting it as an enjoyable and challenging subject. They treat pupils' errors and misconceptions sensitively and ensure that the needs of all pupils are met. Considerable effort is given to display work that celebrates and promotes learning, for example, the Shape Walk in the Key Stage 1 corridor stimulates pupils' thinking about the properties of 2D and 3D shapes. Pupils clearly enjoy mathematics and respond well to both the work they are set and to the adults with whom they work. Pupils listen very well and co-operate fully with the adults who teach them, showing eagerness and growing confidence to answer questions. Almost all lessons commence with a very effective oral/mental exercise that involves all pupils. Good provision of good quality resources enables each pupil to respond to brisk questioning by the teacher.

107 Good teaching in Key Stage 1 results in pupils making good gains in their knowledge, understanding and skills in handling basic number facts and operations, such as addition and subtraction, and in the concept of place value. Pupils are given good opportunities to sharpen their mental skills, for example, in Year 1 when counting in 10s up to and back from 100. Some very good

teaching in a Year 2 lesson, involving learning about the use of coins in shopping, resulted in pupils' very good learning. The teacher's excellent relationships and very good management of the pupils were well rewarded by their very good response to the lesson. Her excellent planning for the different needs of all pupils contributed significantly to the successful outcomes. Towards the end of Key Stage 1 pupils are able to recall the doubles of 2, 3, 4, 5, and 10 in the context of money. High-attaining pupils can determine the fewest coins necessary to make an amount such as £2.95 and know that addition can be used to check the results of subtraction.

108 Pupils in Key Stage 2 continue to develop their mental and written skills in computation and extend their knowledge of shape, space, measures and data handling. Some excellent teaching in a Year 4 lesson resulted in pupils making very good gains in their understanding of equivalent fractions. The teacher sustained pupils' attention and involvement by asking them well-chosen, open-ended questions. A further notable feature of this lesson was the extent to which pupils were confident to pose their own questions to the teacher.

109 In another successful lesson, involving pupils in Year 5, the teacher's well-structured lesson, involving metric measures, resulted in very good behaviour and very good learning. The teacher rightly encouraged pupils to use approximation to check their answers when performing mental calculations.

110 Two excellent lessons were seen in Year 6 and, in each case, pupils made very good gains in knowledge, skills and understanding. Their behaviour and attitudes were judged to be exemplary and contributed greatly to the success of the lessons. In both lessons, the teacher's enthusiasm for mathematics allied to her good subject knowledge inspired pupils to want to learn. Her questioning skills are well developed and the quality of her questions deepen pupils' understanding. In one lesson pupils' visual imagery was successfully stimulated at the beginning of the lesson. This was extended by a well-chosen investigation where pupils predicted whether various nets of solids could be made into cubes. The task was augmented by very thorough preparation of relevant resources that enabled pupils to self-check their hypotheses. High attainers were challenged to determine a rationale for the nets that could be folded into cubes. Similar features of excellent teaching were present in the other Year 6 lesson involving angles. Once again, the teacher modelled good use of mathematical language and provided appropriate first-hand experience, this time requiring pupils to move their bodies through angles of 90, 180, 270 and 360 degrees. These strategies were highly successful in bringing about very good learning.

111 In other lessons where teaching is less successful, but nevertheless at least satisfactory, class management is achieved within a less positive climate because a very small number of pupils need repeated reminders to concentrate fully.

112 Towards the end of Key Stage 2, pupils are competent in the manipulation of fractions, decimals and simple percentages. They have learned about rotational symmetry of shapes, they can use formulae to calculate the area of rectangles. They are also able to conduct investigations of palindromic numbers and use calculators to learn about order of operations in calculations.

113 The presentation of work in pupils' workbooks is of variable quality, the work in some classes being excellent in others' only satisfactory. High standards should be required of all pupils and especially so as they become older.

114 Pupils throughout the school are making good progress in developing their recall of number facts and in mental manipulation of number. Pupils in Year 6 have above average levels of skill in written calculations and many, mainly high-attaining pupils, have reached the required standards in mental calculations. Pupils are able to use and apply their numeracy skills in other subjects, particularly in science, for example, Year 6 pupils used line graphs to record water temperature and bean growth. Other applications include a variety of measuring skills used by Year 5 pupils in making parachutes in

science, widespread use of measuring skills in design and technology and reference to contours and co-ordinates in geography.

115 Throughout the school, pupils with special needs (SEN) are well supported and make good progress towards their individual targets. Teachers emphasise key mathematical vocabulary and display new words to reinforce learning. Other strategies should be devised to assist pupils to retain knowledge and understanding of mathematical vocabulary.

116 The school has recently introduced a new and effective system for recording the progress pupils make as they proceed through the school. Teachers mark pupils' work accurately and positively, giving praise where appropriate. The requirements of the National Curriculum are met. Homework is set appropriately, supplementing classwork and therefore contributing to pupils' learning.

117 Very good leadership of mathematics allied to teachers' commitment to the NNS has resulted in very good improvement in the subject since the last inspection. The NNS has provided a very secure structure for lesson planning and has contributed to the much improved quality of teaching, which is systematically monitored by the co-ordinator for mathematics.

118 The school is well resourced for mathematics. However, even though some good use is made of ICT, for example in Years 4 and 6, the school recognises the need to provide greater opportunities for pupils to use computers.

SCIENCE

119 The school's year 2000 national test results for 11-year-olds are above average when compared with all schools nationally and well above average when compared with schools of a similar nature. The school's 2000 teacher assessment for 7-year-olds indicates standards are above average when compared to all schools nationally. Scrutiny of work from the present Year 2 pupils, and lesson observations, indicates that standards are broadly average. Pupils' standards in science have been consistently above average for a number of years indicating that this subject is one of the strong areas of the school's work.

120 Pupils in a Year 6 lesson clearly demonstrated the strengths of science and the depth of their knowledge and understanding. Engaged in investigating how much of a substance would dissolve in water, they showed that they were well organised, being very used to conducting investigations, they recorded their results carefully, were able to confidently draw conclusions and then present a hypothesis based on their findings. The level and standard of presentation of work is variable in Key Stage 2. It is of a very high quality in Year 4 and although almost always satisfactory, less well presented by pupils who are aged 10 and 11.

121 In a Year 2 lesson investigating the melting point of chocolate and the effect of conditions on the melting rate, pupils are beginning to understand the principles of fair testing and the need for accurate recording of their observations. Pupils are actively involved in the investigations and have sound organisational skills and knowledge and understanding of the topic. The majority of the class know what is meant by prediction and are able to write a clear sentence explaining what they expect to happen. Diagrams are clearly presented in their science books.

122 In both key stages, pupils' attitude to their work is good. They are well behaved and enjoy their work, listening well to their teacher and to each other. Pupils, in all classes, confidently explain why they think something is about to, or has, happened and they make good use of appropriate scientific vocabulary. As pupils get older it becomes more obvious from their response to the teachers and the lesson content, that learning is good. They are able to apply their previous scientific knowledge and understanding to new contexts and they make good and effective links between topics and different

areas of science. In all classes pupils make good use of their literacy and numeracy skills with clear writing and good use of mathematics, for example when using graphs and tables.

123 All pupils have equal access to the science curriculum. Those pupils with special educational needs are well catered for and as a result make good progress. They are able to take a full and active part in lessons and are provided with additional resources, where these are required to meet their needs.

124 The teaching of science is good throughout the school. In both key stages teachers plan their lessons in detail and ensure that the content excites and challenges pupils. Teachers have a good scientific knowledge of their topics. For example, in a well taught year 6 lesson, the high level of the teachers planning and her clear expertise in the topic allowed her to present the lesson content in a very clear and unambiguous way. As a result pupils had a very good understanding of the topic and were very involved in the lesson. Questioning is well used in most classes to develop pupils' understanding, to involve them in the lesson and to check out what they know and can do. Relationships between teachers and their pupils are very good and this considerably enhances pupils' learning, allowing them to be confident when asking questions and putting forward ideas.

125 Science is very well co-ordinated by a well-qualified and experienced teacher. She has ensured that the scheme of work provides clear direction for colleagues, has reviewed what is taught in all classes and has carried out an evaluation of all aspect of the subject and especially standards. There has been a small amount of lesson observation. However, the majority of the monitoring and evaluation of teaching and coverage is through the review of teachers' planning and through collecting in samples of pupils' work. Through these strategies the co-ordinator has gained a very accurate view of standards, of what works well and what needs to be improved.

126 Resources are good for science, and especially for investigations. The use of computers in science is limited, partly because the school is currently developing the ICT provision. However, there is shortage of good quality software to support science. The school is aware of this situation and has plans to improve it.

127 There has been a very good improvement in science since the last inspection. Much of the work has centred on developing a relevant scheme of work and ensuring the resources are available to match the scheme. The monitoring of standards and coverage of the science curriculum is having a significant and positive effect on the development of the subject.

ART AND DESIGN

128 Standards of attainment in art, at the end of both key stages, are in line with national expectations. Standards of attainment in the Foundation Stage, Year 3 and Year 4 are above national expectations. Pupils study a variety of art and artists from world cultures. They are inspired by the environment and by visiting artists to school.

129 Children in the Foundation Stage make detailed observational drawings of packaging, selecting appropriate colours and using crayons carefully. They learn about colour and colour mixing. They are successful at matching their mixed paints to printed colour in magazines.

130 Pupils in Year 2 study Klimt for inspiration of shape and pattern. They make good use of polystyrene patterned shapes to make prints, evaluating their work to express feelings and opinions and to improve.

131 In Key Stage 2 the work of Alberto Giacometti provided good inspiration for the construction of interesting wire-framed figures. Patterns used in African textiles were recorded for stencils. Year 3

pupils have skilfully produced well-presented, detailed clay tiles. Attention to the teaching of artistic techniques and to the study of world art has improved since the last inspection.

132 Pupils work well in both two and three dimensions. Art is often linked to other areas of the curriculum such as when images of the cross within art were discussed in religious education and when purses, made in design technology, were decorated using pupil-designed string printing blocks. Almost all pupils use a sketch-book to record and reference ideas or to practise skills.

133 A very limited amount of classroom teaching was observed but from these and from a review of teachers' planning and of pupils' work, teaching is judged to be satisfactory overall. Increased confidence in teaching has resulted in some very good examples of work around school. There is a very good portfolio of pupils' work, demonstrating the development of learning and the work covered within each year group. Developing resources are linked to the scheme and enable full coverage of the curriculum. Pupils are beginning to incorporate technology within the subject in their use of a digital camera.

134 Leadership of the subject is very good. The co-ordinator has rapidly developed a scheme to guide staff and improve standards. This is an improvement since the last inspection.

135 Parents and the local community have contributed significantly to the textile wall-hangings in school, demonstrating the value placed on the subject within the school and community. There is a successful art club and pupils produce some challenging pieces of work. Shared skills have contributed to pupils' understanding.

DESIGN AND TECHNOLOGY

136 During the inspection it was not possible to observe any lessons because these occurred outside the inspection days. Therefore, there is insufficient evidence to make secure judgements about teaching and pupils' learning. However, the school provided evidence for secure judgements to be made about standards of pupils' work. Standards attained by 11-year-olds are at the level expected for their age. Examples of work completed by Year 6 pupils indicates that these pupils are able to plan, make and evaluate their products to the level expected. For example, pupils are able to produce an appropriate design for a container to fulfil a specified purpose. They then use skills of accurate measuring before cutting and joining pieces of wood to form a robust framework. Similar skills and knowledge are also applied effectively in the construction of wheeled vehicles. Subsequently, pupils evaluate their artefacts against certain criteria. This aspect of their work, though satisfactory, is less well developed than the design and make aspects.

137 Standards attained by 7-year-olds are also in line with those expected nationally. Pupils in Year 2 have undertaken an investigation of chocolate bars, beginning with careful evaluation of manufactured bars against criteria such as colour, appearance, feel and smell. They have also produced designs for puppets, detailing choice of material and mode of fixing various materials together.

138 Teachers make good links with other subjects of the curriculum, thus providing additional relevance for pupils' learning, for example, Year 3 pupils have produced boxes for holding sweets. This work also involved good use of ICT graphics to produce decorative and/or informative coverings. As part of their history work, Year 4 pupils have made Tudor houses from card and paper. Much of this work clearly provides opportunities for pupils to use mathematical skills such as accurate measuring.

139 Very good subject leadership, by the suitably qualified co-ordinator, has resulted in very good improvement being made since the last inspection. There is now a secure basis for long-and medium-term plans that ensures a consistent and cohesive approach to lesson planning and ensures that the

requirements of the National Curriculum are now met. On the basis of pupils' work displayed around the school, photographic evidence and teachers' plans, it is clear that all pupils, including those with special educational needs, are provided with sufficient opportunities to learn about design and technology. The school has identified the need to provide various proformae to support the differing needs of pupils at the planning stage of their work.

GEOGRAPHY

140 By the end of both key stages, pupils' level of attainment in geography is above average. Year 6 pupils' investigation into mountain environments enabled them to develop a good knowledge and understanding of contour lines and the relationship between them and a 3 dimensional model. By the end of the lesson they had a clear understanding of the topic and could describe the probable nature of, for example, a mountain, from the 2 dimensional map. Pupils in Year 4, who studied a part of the school grounds, were able to draw a plan of the area, could clearly relate the plan to the features on the ground and were able to communicate their findings clearly and confidently. Year 1, in one of a series of lessons where they reviewed the school car park, were able to draw and understand a map, use symbols to identify features and could clearly describe their work. A notable additional feature of this lesson was provided by two boys who, at home, had produced a large scale and well produced map. The quality of the map and of the pupils' understanding of the topic was well above average and they were able to talk very confidently about their work.

141 The majority of pupils are very interested in their lessons and as a result they concentrate well, listening carefully to their teachers. Behaviour is very good and pupils share ideas with each other and co-operate well, as, for example, when they are engaged in group discussions. In some lessons the quality of the discussion is very good.

142 In both key stages teaching is good. The lessons are well planned and teachers use a good range of strategies for managing the class and for presenting information. Teachers ensure that the lessons build on what pupils already know, as in the case of the Year 6 lesson on contours where the teacher linked the distance between contour lines on a map to levels in a building, in this instance the school. Relationships are very good and teachers manage their classes well, using a range of appropriate strategies. Practical and investigative activities are a good feature of many lessons

143 The subject is very well organised and there is a policy and a scheme of work. These are followed throughout the school and ensure that new learning builds on what pupils already know and can do. The co-ordinator monitors colleagues' plans and pupils' work and, in this way, has gained clear a view of pupils' standards of work and the coverage of the national curriculum. The review of pupils' work has been a feature of school development this year, and is having a positive effect on standards. Resources are adequate and have been improved recently.

HISTORY

144 During the inspection week there were no opportunities to observe history lessons and, as a result, to make judgements about the quality of teaching and learning and pupils' attainment. However, it is clear from the work in pupils' books, from the overall timetable and from the planning documents, that the subject is suitably covered within the curriculum in both Key Stage 1 and Key Stage 2.

145 The work in history and geography are carefully linked. For example, teachers link the work done on Tudors and housing in history with that done on the environment in geography. The school timetable for these two subjects for the period of the inspection mainly concentrated on geography.

146 Subject co-ordination and leadership is very effective and has brought about good levels of development improvement since the last inspection. The co-ordinator sees colleagues' lesson planning and reviews samples of pupils' work. In this way she is able to monitor the way in which the subject is

covered through out the school and the range and quality of pupils work. There is now a structured scheme of work to ensure a logical progression in pupils' learning. The school has, overall, an adequate range of history resources. Resources are good for the work undertaken in Key Stage 2 and these clearly contribute to pupils' learning. The range and quality of resources has improved recently although there remains a need for more artefacts to support topics taught in Key Stage 1. Good use is made of a range of visits and visitors and this enhances the subject throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

147 The development of ICT is currently a major initiative and one of the school priorities for development. This includes the provision of a new ICT suite and staff training to develop expertise further.

148 Information and communication technology (ICT) has only recently been developed throughout the school and the level of pupils' attainment is below average. Only some of the aspects of information technology are being taught, resulting in pupils' overall standards being below expectation. Pupils in both key stages do not make the overall progress that they should. As a result, the school does not comply with the National Curriculum requirements for information technology.

149 The main reason for the current failure to meet requirements is the lack of resources and the resultant limited amount of time pupils spend using ICT in most classes. The school has a computer in every classroom and in some classrooms two. These are mainly up-to-date machines with some appropriate software installed. At the time of the inspection the school had many more pupils to each computer than is the average in schools nationally. The school is well aware of this situation and the development of a new ICT suite is currently (at the time of the inspection) underway. This, together with timetable plans, clearly ensures that, in the near future, pupils will have an appropriate amount of access to develop their knowledge and skills in this area.

150 Because of limited current use of IT, it is not possible to judge the overall quality of teaching, other than to comment on the limited amount, which in itself is unsatisfactory. All classes have a computer and, in a number of lessons during the inspection week, these were used by individuals and pairs of pupils, mainly for word processing. These pupils displayed good levels of concentration and were very motivated.

151 Where ICT is used in lessons, it is well planned for and taught. For example, in Year 5 science and geography lessons, the teacher had selected appropriate software which had a suitable subject content and ensured that pupils took it in turns to find out facts about the topics they were studying. This strategy not only developed their ICT skills but also their research skills. In the geography lessons pupils used a CD Rom to investigate the water cycle and a spreadsheet to analyse water use. In a Year 6 mathematics lesson, ICT was well planned for with pupils using a very appropriate programme to reinforce their understanding of angles.

152 The ICT co-ordinator is new to the role, having only recently taken it over. There is a policy statement and a scheme of work and a clear, and very effective, plan for development, culminating in the new ICT suite and its use by all pupils in the school. Hardware and training have been addressed and the school has committed a high level of financial resources to the provision. The level of software is one of the next areas to be addressed as the school has identified resources in this area as being limited.

153 The headteacher has a clear understanding of the issues facing the development of ICT across the school. She is very aware of the needs to increase provision and access and to improve standards and for some time has been determined, together with the governors, to improve the situation.

MUSIC

154 Standards of attainment in music are good at the end of the Foundation Stage and at the end of Key Stage 1. Very little music was observed in Key Stage 2 and therefore there is no judgement of standards at the end of the key stage.

155 Pupils in Key Stage 1 all sing tunefully and with expression. They have good knowledge of pace, dynamics and tempo. They are able to recognise a steady beat and most pupils can echo and join in specified rhythm patterns with skill. The pupils enjoy their singing and join in happily with appropriate actions. Groups of pupils accompany singing with untuned percussion.

156 Throughout school, pupils record compositions and are encouraged to listen and evaluate a variety of music. The pupils often perform publicly, specifically at the high-profile local schools' festival or within the village. A variety of music from around the world is introduced to the pupils through the curriculum and through visiting musicians. They have enjoyed listening to, and participating in, African drumming, brass instrumental, massed choirs and orchestral music. The pupils sing and play at local clubs, old peoples' homes or at church.

157 Teaching, by the specialist music teacher, is very good. The well-planned and paced lessons lead to excellent control and good learning. Her influence on the school has led to increased confidence within the classroom teaching. No teaching by other members of staff was observed. Teaching is therefore judged to be very good in Key Stage 1 but no judgement was made regarding teaching in Key Stage 2 overall. However, in the one lesson observed with Year 3 pupils, teaching was judged to be very good.

158 Music is often linked to other areas of the curriculum such as literacy, drama and dance and pupils enter competitions in order to raise standards and to experience public performance.

159 Overall, co-ordination of the subject is satisfactory. The scheme supports teaching and the co-ordinator acts as a resource for other staff. She co-ordinates the music for assemblies and for school productions. She has developed resources and has raised the profile of school music within the community. Short-term plans of music lessons now need to include specific objectives for the lesson to aid assessment and progress. The school has recognised the need to incorporate technology into the subject and hopes to include computer-linked keyboards within the new technology suite.

PHYSICAL EDUCATION

160 Pupils nearing the end of Key Stage 2 attain standards that are in line with those expected nationally. In gymnastics, pupils are confident and competent in combining a variety of actions into a sequence at a standard appropriate for 11-year-olds. They are able to collaborate successfully with a partner when performing such sequences on apparatus. The vast majority of pupils have learned to swim to at least the standard required by the National Curriculum and many exceed this standard. The school is committed to the aim of getting all 11-year-olds to at least the required standard in swimming before they leave for high school.

161 Pupils nearing the end of Key Stage 1 attain standards expected for 7-year-olds. They can exercise appropriate levels of control of a ball, for example, in kicking, catching or stopping actions. Pupils can move their bodies imaginatively in response to musical stimulus. They co-operate well in pairs and in small groups and make sensible comments when called upon to evaluate the performance of their peers.

162 Teaching is good in Key Stages 1 and 2. Planning is good in all lessons and leads to well-structured teaching. Learning intentions are clear and central to the activities that are presented. All

lessons begin with a warm-up phase, which in best practice, for example, in lessons in Years 3 and 4, places an appropriate level of demand on pupils' cardio-vascular systems. Pupils' awareness of the effect of exercise on the body is heightened when teachers make explicit reference to it, for example, in a Year 1 lesson. All teachers give clear instructions when directing pupils to activities. Nevertheless, occasionally it becomes necessary for teachers to insist rightly on the need for all pupils to give full attention. In the best practice, for example, in a Year 2 games lesson and a Year 4 dance lesson, enthusiastic teaching ensured that the pace of teaching was brisk and rapid learning occurred. In these lessons the tasks demand a good degree of physical and intellectual effort from pupils. The result of this very successful teaching is that pupils make very good gains in their skills and personal development. In the one lesson where teaching was unsatisfactory insufficient emphasis was applied to safety aspects of using hockey sticks. Pupils with special educational needs are fully integrated within lessons and achieve at a similar level to their peers.

163 On the evidence of all lessons throughout the school it is clear that there are very good and often excellent relationships between adults and pupils. These underpin the good control teachers have of their classes in the vast majority of lessons. In these lessons good contributions are made to pupils' social development, especially when they collaborate with others. Pupils demonstrate sensible behaviour and good attitudes and achieve well. In most lessons they make safe use of equipment and are aware of the needs of others. However, in one Year 5 lesson, several pupils showed a lack of awareness of the safe procedures to be adopted when using hockey sticks. Good use is made of pupils' demonstrations as a means of enhancing the performance of others. These are particularly effective when pupils evaluate the performance of their peers.

164 Very good subject leadership has led to very good improvements in the subject since the last inspection, especially in the quality of teaching, lesson planning and resources. Planning documents provide evidence that National Curriculum requirements are met. The school is aware of the need for a simple and effective system for recording pupils' progress in the subject and are currently trialling such a system.

165 The school's good facilities and equipment for physical education promote good learning. Excellent provision of extra-curricular activities and a residential experience contribute substantially to pupils' personal and physical development and bears testimony to teachers' high commitment to their pupils.