

INSPECTION REPORT

**HENSHAW CHURCH OF ENGLAND
CONTROLLED FIRST SCHOOL**

Bardon Mill, Hexham, Northumberland.

LEA area: Northumberland

Unique reference number: 122276

Head teacher: Mrs. C. Thompson

Reporting inspector: Mrs. M. Warburton
[RgI's OIN - 22522]

Dates of inspection: 22nd to 26th May 2000

Inspection number: 190268

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary Controlled
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
School address:	Bardon Mill, Hexham, Northumberland.
Postcode:	NE47 7EP
Telephone number:	01434 344324
Appropriate authority:	Northumberland LEA
Name of chair of governors:	Reverend V. Ashwin
Date of previous inspection:	4 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs. M. Warburton	Registered inspector	English	The characteristics of the school
		Information technology	The school's results and achievements
		Art	How well are pupils and students taught?
		Music	How well is the school led and managed?
		Religious education	
		Under fives	
		Equal opportunities	
Mr. M. Cundick	Lay Inspector		How well does the school care for its pupils and students?
			How well does the school work in partnership with parents?
Mr. M. Pinch	Team Inspector	Mathematics	Attitudes, values and personal development
		Science	How good are the curricular and other opportunities?
		Design and technology	
		Geography	
		History	
		Physical education	
		Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Henshaw First School is a school for pupils aged 4 to 9 years. There are 72 boys and girls on roll and this includes 20 full-time reception and 3 part-time pre-reception year children. Pupils' attainment on entry is slightly above average.

The school is situated on the edge of the village of Bardon Mill in rural Northumberland. It occupies a modern, well-maintained building with attractive grounds. Pupils who attend the school come from the village and other nearby hamlets and from out-lying farms. Although the number of school-age children in the locality is declining this has not as yet impacted on the school roll as around one-third of pupils are from outside the catchment area.

The percentage of pupils eligible for free school meals is below the national average and there are no pupils for whom English is an additional language. The percentage of pupils with special educational needs is well below average, but the percentage with statements of special educational need is in line with the national average.

For almost a year prior to the inspection one of the three full-time teachers in the school was absent due to illness and the class containing most of the Key Stage 1 pupils had been taught by supply teachers. At the time of the inspection the supply teacher in this class had been in post for three weeks.

HOW GOOD THE SCHOOL IS

The school provides a good standard of education for its pupils. Standards of attainment are above national averages and pupils' achievement is good. Pupils have very good attitudes to school. Their behaviour is good. The school places an appropriate emphasis on the basic skills and provides a broad, balanced curriculum. The quality of teaching is satisfactory overall and good at Key Stage 2. The head teacher and governors work well together to provide clear direction. The school has made good progress since the last inspection in raising standards of attainment overall and in improving teaching, and provides good value for money.

What the school does well

- Standards are above average in all subjects except for English at Key Stage 1 and information and communication technology (ICT) throughout the school.
- Pupils make good progress.
- Pupils have very good attitudes to school and behave well.
- The school provides a broad and balanced curriculum with an appropriate emphasis on basic skills.
- Provision for personal, social and cultural development is good and for spiritual and moral development it is very good.
- Care, support and management of pupils' academic and personal development are strengths.
- Clear direction to the work, and development of the school, is provided by the head teacher and governors.

What could be improved

- Standards in and provision for ICT.
- Current standards in English at the end of Key Stage 1.
- Opportunities for parental involvement in the school.
- More opportunities for higher-attaining pupils to use their well-developed skills in creative and investigative situations.
- Strategies to avoid interruptions to lessons and make better use of time.
- Clearer roles and responsibilities of key staff.

The areas for improvement will form the basis of the governors' action plan that will be sent to the parents or carers of all pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection. Standards at the end of Key Stage 1 have improved steadily and teaching, particularly in Key Stage 2, is better than it was. There is now no unsatisfactory teaching. All key issues have been addressed. The issue relating to early years has been addressed through the provision of additional adult support, changes to the use of the accommodation and the development of a more appropriate curriculum for the early years. This will need to be further developed when the foundation stage for pupils in their reception year is introduced in September 2000.

Governors are now much more involved in the life of the school and play an important role in strategic planning and budget monitoring. The playground was resurfaced in 1998 and the school's administration has been improved by the introduction of new computer technology to support routines.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	B	A*	A	A	well above average A above average B average C below average D well below average E
Writing	A	A	A	A	
Mathematics	B	A	A	B	

Standards have improved since the time of the last inspection and over the past three years have been consistently above or well above average. Overall standards achieved by pupils are above expectation for age in all subjects except for ICT, where they are below and currently English in Year 2 where they are around the national expectation.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school. They listen well and respond with interest to the work they are given.
Behaviour, in and out of classrooms	Behaviour is good in lessons and around the school. At play times and lunch times it is often very good.
Personal development and relationships	Very good. Relationships between pupils and adults are good. Pupils show respect for the feelings of others and demonstrate good levels of personal responsibility.
Attendance	Good, above the national average.

Pupils' attitudes and values are strengths of the school and are promoted and supported by the school's ethos and high expectations.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
	Satisfactory	Satisfactory	Good

Teaching in English and mathematics is satisfactory overall and good at Key Stage 2. The basic skills in literacy and numeracy are taught well. 55% of teaching is satisfactory, 33% is good and 12% very good. There was no unsatisfactory teaching during the inspection. High expectations, well-organised lessons and brisk pace ensure that pupils make good progress, particularly in Key Stage 2. Occasionally the highest-attaining pupils throughout the school are insufficiently challenged by their tasks. The use of a plenary session in English and mathematics is not always used effectively to consolidate and extend learning in Key Stage 1. Lessons are generally well-organised and resourced, meeting the needs of all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is suitably broad and balanced with an appropriate emphasis on the basic skills.
Provision for pupils with special educational needs	Satisfactory. Individual Education Plans ensure that pupils' specific needs are addressed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a strength of the school. Provision for social and cultural development is good and for personal, spiritual and moral development it is very good.
How well the school cares for its pupils	The school is a caring community. Pupils are known well and there are good tracking and monitoring procedures in place. The school ethos promotes good behaviour.

The way in which the school cares for its pupils and monitors their development is a strength.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides clear direction and effective leadership reflecting the school's aims and values. However, the roles and responsibilities of other key staff are less clearly defined and the high level of teaching time provided by the head teacher means that there is insufficient time to drive some initiatives forward.
How well the governors fulfil their responsibilities	The governors are committed to the school and are effective in fulfilling their responsibilities.
The school's evaluation of its performance	The head teacher and governors have sound procedures in place for monitoring performance and action is identified through the school development planning process.
The strategic use of resources	Priorities are supported well through careful financial planning. Staff are appropriately deployed, resources are used well and excellent use is made of the high quality accommodation.

The school is adequately staffed and resources for learning and the accommodation are very good and used well. The head teacher and governors work well together to lead and manage the school and the principles of best value are carefully applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour is good. • The school is well led and managed. • The school is helping children to become mature and responsible. • The school expects children to work hard and do their best. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • A closer working relationship with parents. • Information about how their children are getting on.

The inspection findings agree that parents and the community could be more involved in the life of the school.

The school makes good use of opportunities to provide activities outside lessons but there is scope for a better planned programme.

Information to parents about pupils' progress is satisfactory overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 National Curriculum tests for 7 year olds standards were well above average in reading, writing and mathematics when compared to all schools. When compared to similar schools standards were well above average in reading and writing and above average in mathematics. Currently at the end of Key Stage 1 standards are above average in mathematics but close to the average in English. Standards achieved by the oldest pupils in the school are above expectation for age in English, mathematics and science. This is judged by looking at the standards achieved in lessons and in retained work, and taking account of standardised tests carried out by the school.
2. In all other subjects standards are above what would be expected for age, except for ICT where standards are below overall, although some pupils do achieve the expected levels. Pupils lack confidence in ICT and their skills are under-developed.
3. Except for ICT standards overall have improved steadily since the last inspection. Children aged five achieve the expected goals for pupils of this age and many of them achieve better than this.
4. Standards in Key Stage 1 are above expectation for age in speaking and listening. Pupils are confident speakers. They are excellent listeners – even the youngest children listen attentively for extended periods and comment on what they hear. In Key Stage 2 standards in speaking and listening continue to be very good. They use language well, often making mature, thoughtful contributions. By the end of Key Stage 1 standards in reading are in line with expectation for age. Pupils read well technically, using skills such as phonic and picture clues and prediction to help them. However, expression is often lacking and a number of pupils lack fluency. By the end of Year 4 the majority of pupils read at a level beyond expectation for their age. Pupils make good progress in reading in Key Stage 2. Standards in writing are currently in line with expectation for age at the end of Key Stage 1. Standards achieved by younger pupils are above what could be expected of them. Pupils make very good progress in Key Stage 2 in writing so that, by the end of Year 4, standards are above expectation for age. Pupils write for a range of purposes, using imaginative vocabulary and a neat, joined script. Given the high standards attained by the youngest pupils in the school (reception and Year 1) and those in Key Stage 2, standards in Year 2, although in line with national expectations are comparatively low. This year group has been most affected by the current difficulties with staffing and has been taught by supply teachers for over half of the year. Although this has been a satisfactory arrangement the situation has affected the continuity of their progress and this needs to be addressed when the staffing situation is more stable.

5. When pupils enter the school their mathematical understanding is generally satisfactory and they make good progress throughout the school. Pupils' attainment and progress in mathematics has improved since the last inspection. The youngest children learn to count and acquire a simple understanding of shape and measures. In Key Stage 1 pupils extend their knowledge of numbers and learn to approximate, estimate and round numbers to the nearest ten. By the end of Year 4 when they leave the school pupils can demonstrate a good standard of mental mathematics and have good skills in written calculation. They can estimate length well and measure accurately. Their skills in data-handling are well developed and they know how to make and read graphs.
6. Pupils' attainment in science is well above average at the end of Key Stage 1 as indicated by the most recent teacher assessment. High standards are maintained in Key Stage 2 and by Year 4 pupils are well placed to obtain good results in the end of key stage tests in middle school. These standards are consistent with attainment seen in lessons and examples of pupils' work. By the end of Key Stage 1 pupils' skills in observation and classification are developing well. At Key Stage 2 pupils' work demonstrates clear progression and shows the results of experiments and the hypotheses investigated.
7. In all subjects except for ICT pupils' skills are well-developed and are frequently above what would be expected for their age. However, the application of these skills in investigative and creative situations is less well developed for the highest-attaining pupils in the school.
8. The school has set challenging but realistic targets for improvement and is on course to meet them. Pupils who have special educational needs make satisfactory progress towards their targets. Overall, pupils make good progress throughout the school and achieve high standards, responding well to the challenges set.

Pupils' attitudes, values and personal development

9. Pupils' personal development, attitudes and values are very good. They enjoy school and relate well to staff and to each other. They work and play well together. This has a positive effect on their behaviour and their response to lessons. Teachers use praise effectively to motivate and encourage pupils and this, together with a firm but friendly expectation, results in good behaviour. There have been no fixed-term or permanent exclusions during the past year. Since the last inspection the school has continued to maintain pupils' attitudes, values and personal development as an area of strength.
10. Pupils are keen to learn and have positive attitudes to their lessons. The school has a quiet, purposeful and industrious atmosphere. When pupils are given the opportunity to work together in partnership they do so in co-operation and harmony. They respect the views and achievements of others. In both classrooms and generally in the school there are well-established routines that the pupils know well and follow. On occasion these routines such as the collection of dinner money interrupt lessons and the good working atmosphere which has been established. Pupils and staff appreciate the exceptional quality of the school environment that is very well kept, and respond by ensuring that it is neat and tidy.

11. Relationships in the school are good and the staff work well together to support pupils' development. Adults' individual contributions are valued and each provides a good role-model and makes particular contributions to pupils' personal development. School lunchtimes are well conducted, good manners are expected, older pupils serve younger ones and the cook provides healthy starters to the main course, all of which contribute to a sense of occasion. Visitors are welcomed to the school and pupils greet them in a friendly, open and confident way. The school has good relationships with parents who are supportive of its work. This, together with an active, interested governing body ensures consistent values and a strong sense of belonging for pupils. Some opportunities to enhance this valuable contribution to pupils' personal development are not fully explored, and a more positive partnership with parents and the local community could be developed.
12. The attitudes, values and personal development of pupils are strengthened through a range of activities that take place out of lesson time for pupils in Key Stage 2. Older pupils are encouraged to be independent by undertaking tasks around the school. This enhances their sense of responsibility and ownership of their school. No incidents of bullying or racial harassment were seen during the inspection.
13. Attendance is very good and is higher than that of primary schools nationally. There is no unauthorised absence and pupils arrive at school on time. Lessons start promptly and the registration of pupils complies with statutory requirements.

HOW WELL ARE PUPILS TAUGHT?

14. Teaching for the under fives and at Key Stage 1 is satisfactory overall and at Key Stage 2 it is good. Throughout the school it is never less than satisfactory, in around half of all lessons it is good and occasionally very good in Key Stage 2. This is better than at the time of the last inspection. Teaching, together with pupils' attitudes, combine to create a good ethos for learning and the achievement of high standards.
15. Teachers' planning is satisfactory. It clearly identifies what children are expected to learn and planned tasks are appropriate to pupils' prior learning and interest. Lessons in both reception and Year 1 for example used pupils' previous understanding of questions to further develop their understanding.
16. Teachers' knowledge and understanding of the subjects they teach is generally satisfactory for the under fives and in Key Stage 1 and good in Key Stage 2. Teachers have a good understanding of the literacy and numeracy strategies and plan and deliver their lessons according to the guidance that they have been given. This is effective in ensuring that the basic skills in English and mathematics are taught well, allowing pupils to have a sound understanding of the skills that enable them to make good progress.
17. In information and communication technology teachers lack confidence and skills to teach the full range of the curriculum effectively. There is insufficient use of ICT to support learning in other subjects, so pupils' skills in this area are under-developed.
18. Teachers' expectations of what pupils will achieve are generally high, although occasionally tasks planned for the highest-attaining pupils are limited in scope, so that they are not as extended as much as they could be. However, there are high expectations regarding pupils' effort, the presentation of their work and their behaviour and this has a positive impact on their learning.

19. Explanations to pupils are usually very clear and good use is made of appropriate vocabulary and effective questioning. In most lessons the pace is brisk and the structure allows for pupils to listen, to work independently and in groups and to reflect on their learning. However, occasionally there are interruptions to lessons, often for administrative purposes and the smooth progress of teaching and learning is disrupted. For example, in a Key Stage 1 English lesson the plenary session was disturbed by pupils moving into their milk and break time and this meant that the opportunity for some to consolidate their learning was not maximised. Most lessons start promptly and time is used well. Resources are well prepared and used effectively to support learning.
20. Good use is made of ongoing assessment to ensure that pupils' understanding is secure and that they make progress. In a Key Stage 2 lesson on letter-writing for example, difficulties encountered in the previous lesson were addressed and pupils made good progress. The use of homework to reinforce what has been learned is satisfactory.
21. Overall, pupils make good progress in acquiring knowledge, skills and understanding. They are encouraged to work hard and to achieve high standards and they respond to this well. They are generally interested in their work and when challenged to think deeply and recall previous learning they do so with confidence and maturity. In a very good RE lesson about codes of behaviour pupils' contributions were thoughtful and drew on their knowledge of the Jewish faith. Pupils' comments and answers are valued and this gives them the confidence to contribute and participate.

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

22. The school provides an appropriate curriculum for pupils, which meets the requirements of the National Curriculum and locally Agreed Syllabus for religious education. The curriculum is broad and balanced with particular emphasis on numeracy and literacy in line with national strategies. The curriculum includes suitable approaches to sex education and personal, social and health education. The school has developed an appropriate range of documentation that provides direction in the form of policies and guidance for teachers on curriculum subjects. The curriculum is enriched by the planned use of visits and visitors while the school grounds provide a good focus for environmental education.
23. The curriculum for under fives is well constructed and takes account of the desirable learning outcomes. Children experience a well-balanced mix of tasks and activities in the reception class that develop their skills and understanding in the initial stages. Areas of learning are well resourced with the exception of outdoor play for which there is no purpose-built facility.
24. The curriculum for Key Stage 1 and Key Stage 2 pupils is broad and all the foundation subjects of the National Curriculum are included in the school's long-term planning cycle. These are taught in accordance with national guidance and there is appropriate emphasis upon basic skills through the national literacy and numeracy strategies.

25. There is good access to the full curriculum for pupils who have special educational needs. Suitable arrangements are in place, which include individual education plans that are carefully prepared and frequently updated. The school is careful to ensure that its policy to provide equal opportunities without discrimination is fully met. This is particularly evident in the way that teachers direct questions to pupils and emphasise an awareness of fairness.
26. For pupils in Key Stage 2 the curriculum is enhanced through a range of activities that take place outside lesson time. These include music and sport that often take place in association with other local schools. The school plays an active part in supporting charities and local events.
27. As reported in the last inspection pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils have a clear awareness of right and wrong. The school provides very good opportunities for pupils' spiritual development. This is fostered through the ethos of the school, the curriculum and daily acts of collective worship. Pupils learn about Christianity and other major world faiths in religious education and displays in the school emphasise the beauty of the natural world. In lessons and assemblies pupils are given opportunities for reflection about their thoughts and feelings.
28. Pupils' moral development is very good. They have a strong awareness of what is right and fair. Adults in the school listen to pupils carefully and value their work. Teachers are pleased and encouraging when pupils express original ideas and their work in art is often framed to give it permanence.
29. The school fosters pupils' social development by providing opportunities for them to work and play together. Older pupils care for and encourage younger ones in games outside at break and lunch times. In lessons pupils work well together and they share and take turns to talk and listen. Where group tasks are set they organise themselves well and allocate tasks, often according to perceived skills and abilities. Pupils organised themselves in this way to complete a task in science on the properties of materials.
30. Pupils' cultural development is good and is suitably provided for through art, music and the local environment. It is evident from pupils' work on the Victorians that they are keenly interested in their cultural heritage. Pupils are given opportunities to develop their understanding of other cultures through history and geography lessons, collective worship, pictures, books and artefacts.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school continues to provide a caring and supportive learning environment for its pupils, both in their academic and personal development. Each pupil is carefully monitored and their progress assessed through nationally recognised tests and other systems devised by the school. Detailed records are retained and are used both to measure development and analyse adjustments needed to teaching and curricular content to assist pupils in reaching their potential. These strategies are reflected in standards achieved by pupils that generally exceed national expectations. However, some adjustments to strategies are required to target further enhancement of levels of achievement of the most able pupils.

32. Staff know their pupils well and are alert to their individual academic and personal needs. Attention to both health and safety and any child protection issues is both effective and discreet. Pupils enjoy coming to school and are enthusiastic participants in the learning process. Staff target questioning in lessons to provide opportunities for all pupils to respond in the context of their individual abilities. This is particularly relevant in mixed-age and ability class groupings. Enthusiasm for school is reflected in a consistently good record of attendance and positive relationship between pupils and with staff. Good support is provided for pupils with special educational needs. All are provided with a sound foundation in both academic and personal skills.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. Parents are very supportive of the school. They are appreciative both of the quality of education provided and the standards of attainment achieved by their children. Annual pupil reports are detailed and informative on both academic and personal development. Related consultation evenings provide opportunities for parents to raise any issues of concern, but parents have requested a more frequent facility for formal consultation. The school does, however, offer an open door for individual discussion of any concerns as they arise.
34. Regular newsletters are issued to keep parents advised of both school and the wider community activities, but a number of parents are concerned by the lack of opportunity for more direct parental and community participation in the life of the school. Where participation is encouraged support has proved very successful, particularly in social and fund-raising activities. Partnership with parents and the wider community is a resource that could be more fully utilised to the benefit of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

35. The head teacher provides effective leadership and management that ensures clear direction for the work and development of the school and promotes high standards. The school's aims and values are clearly reflected in its work and the school is a very caring community where individual pupils are known well and their personal and social development is a high priority. There is a strong commitment to improving and maintaining high standards and the head teacher is a good role-model, recognising the need to balance high academic achievement with care and support for pupils.
36. The governing body meets its statutory responsibilities. Governors are well informed about the school and are interested in its progress. Their involvement has improved considerably since the time of the last inspection. Many are regular visitors to the school, observing lessons and focusing on particular areas, for example the implementation of the numeracy strategy. They also discuss priorities with staff and look at planning and records.
37. Since the last inspection a sub-committee has been formed which meets termly to work on the school development plan. This group reports back to the full governing body termly. This ensures that governors are well informed and are appropriately involved in setting priorities for development and in monitoring progress towards them. The good communication that exists between governors and the school ensures that they have a clear understanding of its strengths and weaknesses.

38. Governors' lesson observations are part of the process of monitoring, evaluating and developing teaching. Staff are also involved in lesson observation, according to their areas of responsibility and the school is currently further developing its policy and guidelines on teaching and learning in order to secure further improvement. The school has rightly identified the need to ensure a clear focus for monitoring and to set criteria. This needs to be further developed as planned.
39. The school has had a sound strategy in place for appraisal and in the past this has been used to identify development needs and to maximise strengths. Preparations are now in place to begin a system of performance management and the head teacher has attended training to ensure that this can be introduced effectively.
40. Appropriate priorities for development have been set which reflect the school's needs and national priorities. The school uses its own evaluation of its performance well to inform priorities. The further development of teaching for example, was identified in this way. Planning for development is good, with tasks, resources, personnel, time-scales and success criteria clearly identified. The school is on target to address its current priorities. Outline planning for the next five years is in place, ensuring that long-term strategic development is considered and addressed.
41. The school is staffed by appropriately qualified teachers and support staff, but one teacher has been absent for almost a year and this position is being covered by a supply teacher. This situation has affected the way in which curriculum co-ordinator responsibilities are allocated and also the development of ICT. Currently the head teacher is carrying too many curriculum responsibilities and the roles of co-ordinators are unclear. This needs to be addressed when the staffing situation is more stable. The roles of other staff in the school also need to be clarified. The school runs smoothly and efficiently, but the head teacher spends too much time on administrative tasks and routines, such as answering the telephone and dealing with unexpected visitors, and although this does not significantly affect the leadership or the administration, it does occasionally cause interruptions to the flow of teaching and learning. There is scope for a better balance of duties and responsibilities. Additionally the high level of teaching commitment of the head teacher means that there is insufficient time for a broader range of school developments to be carried forward. Although the leadership is judged to be good, more time for the head teacher to carry out her management role would enable a wider range of developments to move forward.
42. Since the last inspection the school has employed a part-time assistant to work with the youngest pupils and this ensures that their needs are now met.
43. The school is well equipped and resources for learning are of very good quality and are used well. The accommodation is excellent. It is well designed, very well maintained and excellent use is made of both the building and very attractive grounds to enhance provision for pupils.

44. The school maintains a steady budget where expenditure closely matches income. The governing body carefully monitors spending through its finance committee and finance links appropriately to the needs identified in the school development plan. There has been a relatively high carry-forward figure over the past three years, because the school has predicted a falling roll in the near future and governors have planned to maintain the current staffing and resource levels. The school applies the principles of best value with care, comparing prices and quality, and considering the costs of services and contracts. Given the good quality of education provided and the high standards achieved by pupils, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 45.
- Raise standards in ICT by:
 - improving staff confidence and expertise;
 - providing more opportunities for ICT to support learning in other subjects;
 - improving pupils' skills.(Paragraphs 2, 17, 84, 86, 87)

 - Ensure that the highest-attaining pupils reach their full potential by:
 - providing them with more opportunities to use their well-developed skills in creative and investigative situations across the curriculum.(Paragraphs 7, 18, 55, 58, 68, 70)

 - Pursue strategies to enable parents and the community to work in partnership with the school by:
 - providing more opportunities for involvement;
 - ensuring that they feel well-informed and make use of informal opportunities for liaison.(Paragraphs 33, 34)

As well as these main issues the governors should consider including the following in the action plan:

- take action to ensure that the issue of slightly lower standards in English in Year 2 is addressed; (Paragraphs 4, 57)
- clarify roles and responsibilities of key staff and increase the time for management responsibilities of the head teacher so that workload is more equitable and manageable; (Paragraph 41)
- eliminate avoidable interruptions to teaching and learning. (Paragraphs 19, 41).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	56

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	33	55	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	0	72
Number of full-time pupils eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	3

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	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	4.8
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	9	6	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	5	6	5
	Total	13	14	14
Percentage of pupils at NC level 2 or above	School	87	93	93
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	5	5	5
	Total	13	13	14
Percentage of pupils at NC level 2 or above	School	87	87	93
	National	82	83	87

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	49
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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 – Y4

Total number of qualified teachers (FTE)	3.1
Number of pupils per qualified teacher	23:1
Average class size	24

Education support staff: YR – Y4

Total number of education support staff	1
Total aggregate hours worked per week	15

Financial information

Financial year	1999
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	£
Total income	127,780.00
Total expenditure	128,239.00
Expenditure per pupil	1,781.00
Balance brought forward from previous year	15,981.00
Balance carried forward to next year	15,522.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	72
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	47	0	0	0
My child is making good progress in school.	67	25	3	6	0
Behaviour in the school is good.	58	42	0	0	0
My child gets the right amount of work to do at home.	31	56	6	8	0
The teaching is good.	64	25	6	6	0
I am kept well informed about how my child is getting on.	36	44	8	8	3
I would feel comfortable about approaching the school with questions or a problem.	56	36	6	3	0
The school expects my child to work hard and achieve his or her best.	75	19	3	3	0
The school works closely with parents.	42	33	17	8	0
The school is well led and managed.	47	44	0	8	0
The school is helping my child become mature and responsible.	44	53	0	3	0
The school provides an interesting range of activities outside lessons.	14	47	25	8	6

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

46. At the time of the inspection only 6 pupils were under the age of five. The school provides for these children in a reception class that also includes a small number of Year 1 pupils. The youngest children attend part-time in the afternoons only. Additional support is provided for these pupils by a non-teaching assistant. There is better provision for pupils under five than there was at the time of the last inspection. Better use is made of the accommodation and the early years' curriculum has been developed to ensure that the needs of the youngest pupils in the school are met.
47. Provision for pupils' personal and social development is good and underpins much of the work in the reception class. Pupils listen carefully and follow routines well, taking turns and responding enthusiastically to the work they are asked to do. Early literacy and numeracy skills are introduced and developed well and pupils make good progress. They listen to stories and can retell some parts, making mature contributions to discussion. They know the difference between fact and fiction. They can write using correctly formed letters and many are beginning to use simple punctuation such as full stops and question marks. Most can read what they have written. In mathematics they are learning a range of strategies for calculating accurately and can explain what they are doing. They can record their work, know the names of a range of shapes and can compare their attributes.
48. Pupils' knowledge and understanding of the world is above what is expected at their age. They have good knowledge of a range of animals and where they come from. They know about their own environment and can talk enthusiastically about their experiences.
49. Creative work is of a good standard. Pupils can draw and paint pictures of familiar objects and use a range of materials to produce two and three-dimensional art work. They listen to music and join in with singing and percussion accompaniment, demonstrating a good sense of rhythm. In their play and in discussions they show lively imagination. In physical development attainment is in line with expectation for age. Pupils have well-developed fine motor skills and handle tools and small objects carefully. They can demonstrate high and low movements on climbing apparatus.
50. Pupils make good progress in the reception year. Teaching is never less than satisfactory and often good. The basic skills are taught well, but occasionally the highest-attaining pupils are insufficiently challenged by the tasks they are asked to do. Overall, however, resources and activities are well matched to their prior attainment, interests and levels of maturity.

ENGLISH

51. In the 1999 national tests attainment at the end of Key Stage 1 was well above average in reading and writing when compared to all schools nationally and to similar schools. The percentage of pupils attaining Level 3 was also well above average. Over the past four years performance has been consistently well above the national average. At the time of the last inspection standards were judged to be in line with national expectations with a few pupils achieving higher levels. Standards have improved since then, although currently at the end of Key Stage 1 standards are in line with expectation for age.
52. Standards in Key Stage 1 are above expectation for age in speaking and listening. Pupils are confident speakers, contributing enthusiastically to discussions and question and answer sessions. They talk about their work and stories they have read. They are excellent listeners – even the youngest children listen attentively for extended periods and comment on what they hear. In Key Stage 2 standards in speaking and listening continue to be very good. They use language well, often making mature, thoughtful contributions, for example in a RE lesson about codes of behaviour. They listen well to each other and to their teachers and other adults.
53. By the end of Key Stage 1 standards in reading are in line with expectation for age. Higher-attaining pupils read with fluency and understanding from a range of texts, including fiction and non-fiction. They know how a book is organised and have read a range of authors. Overall in Key Stage 1 pupils read well technically, using skills such as phonic and picture clues and prediction to help them. However, expression is often lacking and a number of pupils lack fluency. This is because sometimes the books they are reading are too difficult for them and they do not understand what they have read.
54. By the end of Year 4 the majority of pupils read at a level beyond expectation for their age. They read fluently with expression and understanding. Higher-attaining pupils have very good comprehension and all can retell stories they have read and the sequence of events. They understand the roles of author and illustrator and know their favourites. Pupils make good progress in reading in Key Stage 2.
55. Standards in writing are currently in line with expectation for age at the end of Key Stage 1. Standards achieved by younger pupils are above what could be expected of them. By the end of Year 2 pupils can spell common words correctly using vowel and consonant blends. They can write in different tenses and use simple punctuation correctly. The highest-attaining pupils write using a joined script. The youngest pupils use their knowledge of the letters of the alphabet to make words and the highest-attaining pupils are able to write sentences. However, although pupils begin to choose their words carefully for effect, there is little evidence of them beginning to write extensively in Key Stage 1.
56. Pupils make very good progress in Key Stage 2 in writing so that, by the end of Year 4, standards are above expectation for age. Poetry writing about the seasons shows how they have chosen words very well for effect. Pupils write for a range of purposes, using imaginative vocabulary and a neat, jointed script. Stories are well planned and grammar and punctuation are used well. Higher-attaining pupils spell complex words correctly.

57. Given the high standards attained by the youngest pupils in the school (reception and Year 1) and those in Key Stage 2, standards in Year 2, although in line with national expectations, are comparatively low. This year group has been most affected by the current difficulties with staffing and has been taught by supply teachers for most of the year. Although this has been a satisfactory arrangement the situation has affected the continuity of their progress and this needs to be addressed when the staffing situation is more stable.
58. Teaching in English is never less than satisfactory and in over a third of lessons it is good or very good. Planning is satisfactory and clearly identifies intended learning outcomes and tasks. Work is matched well to prior attainment and pupils are encouraged to recall their prior learning, for example when recording work they are encouraged to remember punctuation rules. Tasks are generally well matched to prior attainment, but occasionally the standard achieved by the highest-attaining pupils is restricted by the work they are asked to do, for example in a lesson about questioning the youngest pupils did not have the opportunity to think of their own questions.
59. Lessons are usually well prepared and organised with clear routines. In the class of youngest pupils for example, children move quietly to related tasks when they have finished their work. Occasionally learning is interrupted by domestic routines such as having milk and this restricts opportunities for consolidating learning during the plenary session.
60. In the best lessons pupils make good progress because they are stimulated by the tasks given and resources used. Well-chosen poems in Key Stage 2 and stories for the youngest pupils maintain their interest and concentration. Challenging questions and high expectations are used effectively to promote high standards.
61. Overall pupils make good progress in their learning, particularly in Key Stage 2. They know what is expected of them and respond well, listening, concentrating and following instructions. Where the pace of learning is less brisk it is because tasks lack challenge or stimulation, or because there are interruptions. However, in most lessons pupils demonstrate confidence and pride in their work, responding enthusiastically to the tasks set.
62. The school is implementing the national literacy strategy appropriately and lessons follow the expected pattern. Literacy skills are taught well and pupils achieve good standards. The scheme for English is appropriate in range and detail, identifies progression and suggests learning opportunities. Weekly plans are based on the national strategy and the head teacher monitors the work in the subject.
63. Resources for English are good, including a well-stocked library that includes a good range of fiction and non-fiction.

MATHEMATICS

64. Pupils' attainment in mathematics in 1999 indicated by national tests was above the national average for 7 year olds at the end of Key Stage 1. Levels of attainment are maintained and often improved in the first two years of Key Stage 2 and by the time they leave the school pupils' standards in mathematics are still good. When pupils enter the school their mathematical understanding is generally satisfactory and they make good progress throughout the school. The highest-attaining pupils generally reach very good standards and most middle and lower-attaining pupils attain the national average or better. Their progress and achievement overall is good and better than that expected of pupils of their age. The school has few pupils who have special educational needs. This is reflected in the test results, however, these pupils make satisfactory progress. During the inspection pupils, particularly in Key Stage 2, were seen to be making good progress. The national numeracy strategy has been successfully introduced into the school and this is having a positive impact on pupils' learning. Pupils' attainment and progress in mathematics has improved since the last inspection.
65. The youngest children learn to count and acquire a simple understanding of shape and measures. They can make complex sequences and patterns from beads and shapes and are beginning to use appropriate mathematical vocabulary. In Key Stage 1 pupils extend their knowledge of numbers and learn to approximate, estimate and round numbers to the nearest ten. They learn to order larger numbers and acquire knowledge of place value and the importance of zero. By the end of Year 4 when they leave the school pupils can demonstrate a good standard of mental mathematics and have good skills in written calculation. They can estimate length well and measure accurately. Their skills in data-handling are well developed and they know how to make and read graphs. Pupils apply their mathematical skills in other subjects such as making time lines in history, although these opportunities are not sufficiently extended.
66. Pupils' learning is good throughout the school and particularly in Key Stage 2. They make good progress in reception and Key Stage 1 where they build on their understanding of numbers and improve by learning to complete addition and subtraction sentences using conventional signs and symbols often in association with large numbers. Initial skills are also developed in a wide range of other mathematical areas involving shape and measures. At Key Stage 2 pupils advance their learning more rapidly and make good progress in number work through more advanced calculation and problem-solving. All pupils have equal access to the mathematics curriculum.
67. Pupils respond well to their lessons in mathematics and have a good attitude to their work. They are attentive and generally concentrate well. In most lessons pupils know what they have to do and what they are expected to learn. They are confident and relationships in mathematics lessons are good. Pupils are confident in contributing to discussion. They share resources, help each other, take turns and listen carefully to each other's explanations. Behaviour is good.

68. The quality of teaching is never less than satisfactory, is often good and sometimes very good, particularly at Key Stage 2. Lessons are well planned and organised and pupils are given clear instructions about their tasks and are told what they are expected to learn. Lessons start on time and are conducted at a good pace following the structure advised by the national numeracy strategy. Teachers' knowledge of mathematics is satisfactory and they use different styles effectively to address different parts of the lesson and pupils of different abilities. The skilful use of questioning and discussion promotes thinking and understanding and teachers generally challenge pupils effectively. Teachers' expectations of pupils are appropriately high but opportunities for extending tasks for the highest-attaining are not always taken.
69. The mathematics curriculum is well structured and provides an effective basis for learning and the progressive development of skills and understanding. An effective system of assessment is in place through which pupils' progress and attainment can be carefully tracked. Resources are generally good. They are sufficient in quality and quantity, easily available to pupils and teachers and are well matched to support work in mathematics throughout the school.

SCIENCE

70. Pupils' attainment in science is well above average as indicated by the most recent teacher assessment. High standards are maintained in Key Stage 2 and by Year 4 pupils are well placed to obtain good results in the end of key stage tests in middle school. These standards are consistent with attainment seen in lessons and examples of pupils' work. By the end of Key Stage 1 pupils' skills in observation and classification are developing well. They can identify and distinguish between natural and man-made materials. Pupils can apply criteria when making judgements about materials and in doing so apply a fair test. They cover a wide range of topics that includes gravity, food and digestion, sound and pond life. At Key Stage 2 pupils' work demonstrates clear progression and shows the results of experiments and the hypotheses investigated. The range of work meets National Curriculum requirements although the overuse of work sheets sometimes restricts opportunities for more able pupils to extend their work.
71. Pupils make good progress in science throughout the school. They build and develop their skills and understanding through a well-designed programme of tasks and activities. It is evident from pupils' work that they are beginning to apply previous learning to new situations. In the course of classifying materials pupils decided that although a wooden fruit bowl was man-made the material was natural irrespective of its form.
72. Pupils enjoy science lessons and concentrate well on their tasks. They like acquiring knowledge and testing ideas. Pupils work well in groups and can share and agree solutions to problems. Behaviour in science lessons is good. Pupils record the results of experiments carefully and accurately and can explain their ideas well. They are good at giving reasons for what they have done. Resources are used confidently and are treated with care when pupils perform experiments.

73. The quality of teaching in the small number of lessons seen during the inspection was satisfactory and sometimes good. Lessons are well planned and prepared. Teachers ask challenging questions in whole-class discussions. They match them to the needs of particular pupils, thus taking good account of their different abilities. Teachers ensure that pupils with special educational needs make satisfactory progress. Lessons proceed at a brisk pace and teachers' expectations of pupils are high. Pupils are given clear instructions about their tasks and are told what they are expected to learn.

74. The science curriculum is carefully structured and is supported by a good range of suitable resources that are used well. The requirements of the National Curriculum are met and attention is paid to ensuring that pupils learn how to solve problems through investigation and can apply a fair test.

ART

75. Standards in art are above expectation for age throughout the school and pupils make good progress. Pupils in the reception class draw pictures of familiar objects and use paint and other materials to produce two and three-dimensional art work which is of a good standard. By Year 2 drawing has improved and pictures are accurate and detailed. Pupils can mix colours to achieve the shades they require and use different materials and yarns for weaving.
76. By the end of Year 4 pupils use a range of tools and materials such as pencil, paint and crayon to produce detailed, well-proportioned drawings and pictures. They use colour mixing to get the shades they need for water-colour paintings. They work with a wide range of materials to produce collage pictures, tracing and stencils. They have produced some very good examples of patterns in the style of William Morris. Only one art lesson in Key Stage 2 was observed during the inspection. This was well prepared and delivered, with clear instructions and discussion about skills needed. Pupils enjoy their work in art and are proud of their achievements. Care and attention to detail in artwork is clearly evident and displays are of good quality.

DESIGN AND TECHNOLOGY

77. Attainment in design and technology is above national expectations throughout the school and better than it was at the time of the last inspection. Pupils make good progress as evidenced in their finished plans and artefacts and limited observation of lessons at Key Stage 1. Younger pupils can make effective simple designs and list materials and tools required to make them. They have produced good quality three-dimensional pictures, woven spider webs, models and vehicles and representations of plates of food using a wide range of materials. At Key Stage 2 pupils produce well-developed designs from a brief and have built a model roundabout and models of early trains to support their work on the Victorians.
78. Pupils enjoy design and technology. They talk with enthusiasm about the things they have made. Teachers prepare lessons well and teach skills such as using tools, measuring, cutting and sticking systematically and carefully. They provide good support for pupils with special educational needs and encourage good quality, accurate work by pupils. Basic safety rules are known by the pupils and are observed. The design and technology tasks provided and the skills pupils learn meet National Curriculum requirements.

GEOGRAPHY

79. During the time of the inspection only two lessons, both at Key Stage 2, were observed. These, together with other evidence, particularly pupils' work, demonstrate that pupils' attainment is above national expectations and better than it was at the time of the last inspection.

80. The youngest pupils play with construction toys such as cars and roadways to develop an understanding of routes and locations. They can find their way round the school and grounds and recognise places on the way to school. By the end of Key Stage 1 they have a secure knowledge of farms and the rural environment and have begun to learn the native continents of well-known animals. They understand that maps show locations and learn about different places and peoples. By the time they reach Year 4 pupils have made good progress and have well-developed mapping skills. They know how to locate places from grid references and vice versa. Pupils make plans of their village, can explain a journey, know about buildings and settlements and can use conventional signs and symbols on maps.
81. Teaching at Key Stage 2 is good. Lessons are well prepared with a variety of suitable activities and good use of maps, photographs and books. Tasks are challenging and expectations that pupils will produce careful, accurate written work are high. Pupils enjoy working with maps and respond well to their tasks. The school has a good range of well-chosen resources to support work in geography. Environmental issues are well understood by the older pupils. The programme of topics for geography provides a sound basis for the progressive development of skills and understanding and it meets National Curriculum requirements.

HISTORY

82. No lessons in history were observed during the time of the inspection. On the basis of pupils' completed work and their commentary on aspects of it, standards are judged to be above national expectation and better than they were at the time of the last inspection. Pupils know about and understand some aspects of life at the time of the Vikings. They have written and decoded words using the runic alphabet. More extensive work on the Victorians indicates that pupils have good understanding and empathy with life in those times. Work on Victorian schools and children at work is carefully written and well illustrated. It shows that pupils are developing the skills of deduction and historical reasoning. Pupils know how to collect evidence from a variety of sources such as books, pictures and artefacts. A good display of pupils' work using the local church as a primary source indicates a clear understanding of time beyond living memory.
83. Planning for history shows that topics and skills in history are systematically and well addressed. Resources to support pupils' work in history are generally good and these extend to the use of the local buildings and maps as primary sources. The range of teaching and learning set out by the school meets National Curriculum requirements for history.

INFORMATION TECHNOLOGY

84. Standards in ICT are generally below expectation for age throughout the school, although some of the youngest pupils do achieve expected levels. Scrutiny of pupils' work and incidental observation of pupils working with computers indicates that there is an emphasis on word-processing, but that most pupils lack confidence and their skills are under-developed. They are often unable to work independently to carry out their tasks.

85. Younger pupils can produce computer-generated pictures, for example caterpillars produced by reception children using the programme "Dazzle". Pupils in Key Stage 2 have had experience of data-handling programmes and have produced graphs to support work in mathematics. Although control technology was identified in teachers' planning it was not observed during the inspection so it is not possible to judge standards in this aspect.
86. Teachers lack the skills and confidence to teach ICT effectively. However, this has been recognised by the school and plans are in place for the development of the subject, which include staff training and involvement in the national grid for learning. The co-ordinator for ICT has been absent through illness for an extended period and this has slowed the development of the subject.
87. At the time of the last inspection standards were judged to be in line with national expectations in IT skills, but understanding of the use of IT was less well developed. The school has not kept pace with the changes in ICT since then and this needs to be addressed as planned.
88. There is a good scheme of work in place, which is detailed, identifies clear progression, is well organised and is useful for teachers. This should provide a good basis for further development and when fully implemented, should have a positive impact on raising standards.

MUSIC

89. Only one lesson in music was observed during the inspection, making it difficult to make judgements about standards in some aspects of music at Key Stage 2.
90. Standards at the end of Key Stage 1 are beyond expectation for age. Pupils sing very well and have a good sense of rhythm. They know the names of a range of musical instruments and some musical terms such as fast, slow, soft, loud. Even the youngest pupils can play percussion instruments well, joining in at the right time.
91. In Key Stage 2 singing is very good and pupils can perform a range of hymns and songs well. Some pupils learn to play the recorder and can perform with confidence. On the evidence available it is not possible to make a judgement about pupils' listening and appraising skills or about composing at Key Stage 2. However, standards in performing are above expectation for age.
92. Resources for music are good and the scheme of work followed by the school gives good guidance to teachers. It is appropriately detailed and covers the breadth of music required in the National Curriculum.

PHYSICAL EDUCATION

93. Insufficient evidence was seen during the inspection to make a secure judgement about the standards which pupils attain in physical education. They take part in a wide range of physical activity both in designated lessons and in the playground during break times. The curriculum includes formal games, gymnastics, dance and swimming. Pupils are encouraged to use equipment such as bats and balls outside at play times. They organise games such as cricket and girls and boys of all ages take part. Pupils have a sense of fair play and older and more skilful players compensate for younger and inexperienced players.

94. In the only lesson seen during the time of the inspection reception pupils demonstrated that they can follow the routines expected in taking part in an indoor session. They can change their clothes, line up in an orderly way and listen carefully to instructions. Pupils practise moving as instructed in high or low positions through a game of traffic lights. They try hard to improve their performance, concentrate well and are keener to comply than work with enthusiasm. Lessons are well planned and organised and records show that teachers provide a good range of suitable activities. Pupils are given the opportunity to develop physical skills systematically and practise to gain good levels of performance.
95. By the time they leave the school almost all pupils are taught to swim, which is commendable. Pupils enjoy physical activity and compete in a fair and friendly way.

RELIGIOUS EDUCATION

96. By the end of Key Stage 1 standards of achievement in RE are above what is expected by the Agreed Syllabus. In Key Stage 2 standards are well above.
97. Pupils in Key Stage 1 develop their understanding of values and beliefs. They have good knowledge of Bible stories, particularly of the life of Jesus. Development of awe and wonder is evident in work on nature, animals and the local environment. Pupils understand concepts such as uniqueness and can relate this to their own lives and experiences.
98. In Key Stage 2 pupils have a very good understanding of aspects of the Christian faith, including symbols and worship. This was clearly evident in their study of the local church. They reflect and consider the need for rules and relate this to Bible stories they know and to their understanding of the Jewish faith. They make good links between their own lives and experiences and the teachings of major faiths, including Christianity.
99. Pupils are very reflective and thoughtful in RE and this makes a strong contribution to their spiritual, moral and cultural development. They show high levels of interest and use their prior knowledge well.
100. Teaching in RE is good in Key Stage 1 and very good in Key Stage 2. Subject knowledge is strong and lessons are well planned and organised. A good balance between facts and opportunities for opinion and reflection is maintained.