

INSPECTION REPORT

Cuddington Community Primary School

Worcester Park

LEA area: Surrey

Unique reference number: 124963

Headteacher: Mr C Rockell

Reporting inspector: Mr G T Storer
19830

Dates of inspection: 28th February – 2nd March 2000

Inspection number: 190311

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Salisbury Road
Worcester Park
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Appropriate authority: The Governing Body

Name of chair of governors: Mr I Hawkins

Date of previous inspection: 28th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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R Elam	Lay inspector		Attendance Care for Pupils Partnership with Parents Accommodation
R Arora	Team inspector	Geography History Children Under Five English as Additional Language	Attitudes, Behaviour Personal Development Spiritual, Social, Moral and Cultural Development
C Canniff	Team inspector	Mathematics Design and Technology Information Technology Equal Opportunities	Leadership and Management
D Marshall	Team inspector	English Music Religious Education Special Educational Needs	Curriculum Assessment

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cuddington is a residential district in a pleasant suburban setting, that serves greater London and the north of Surrey. The majority of pupils at the school are from homes in the immediate locality, though a number comes from further afield. Many parents are from the professional and business communities and unemployment in the area is low. There are 3.8 per cent of pupils entitled to free school meals; this is below the national average. The school is popular with parents and is regularly over-subscribed. The school's reorganisation to primary status was completed in 1997. There are currently 208 pupils on the school roll. This is similar to the average primary school. Children's attainment is broadly average on entry to the reception class. The percentage of pupils identified as having special educational needs (28.4 per cent) is above the national average, although the number of pupils with Statements of Special Educational Need is below average for a school of this size. Pupils represent a diverse range of ethnic backgrounds and the percentage of pupils speaking English as an additional language (13.5 per cent) is high.

HOW GOOD THE SCHOOL IS

Cuddington Community Primary is an effective school. By the age of 11 years, pupils' attainments are above average in English, mathematics and science. The overall quality of teaching is good. The pupils respond very positively and the quality of their learning is good. The governors, headteacher and senior staff provide very purposeful leadership and the school provides good value for money.

What the school does well

- At the age of 11, pupils' standards are well above average in English and above average in mathematics and science.
- The headteacher and key staff manage the school very effectively and provide clear leadership.
- Governors are very supportive and involved; they are rigorous in overseeing the work of the school.
- Pupils have very good attitudes to school; they rise to the challenge to do their best.
- Pupils' behaviour is consistently good in lessons and around the school.
- The provision for pupils' spiritual, moral, social and cultural development is very effective; relationships at all levels are very good and there is a high degree of racial harmony.
- Provision for pupils with special educational needs and for pupils with English as an additional language is very good; these pupils have access to the full curriculum and make good progress.
- Partnership with parents is very good; parents make a strong contribution to children's learning.

What could be improved

- At the age of seven, pupils' standards in writing, mathematics and science are in line with national expectations but below those found in similar schools.
- Teachers do not formally assess and record pupils' attainments regularly enough. This results in weaknesses in planning in the medium and shorter term, when tasks are not based on up-to-date information about what pupils know, understand and can do.
- There are weaknesses in the guidance documentation available to teachers in subjects of the curriculum other than English and mathematics. Consequently, planning does not always enable pupils to gain knowledge, understanding and skills in a systematic way and this limits the progress that they make.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Governors are more knowledgeable about, and involved in the work of the school. Together with senior staff, they monitor the quality of teaching more regularly and as a result, the overall quality of teaching is better than it was. Unsatisfactory teaching has reduced to half of what it was during the last inspection and there is a much greater incidence of very good and excellent teaching. Teachers' short term planning is more thorough and teachers are generally well prepared for lessons. However, assessment and recording procedures in the short and medium term are still not systematic enough to form a secure basis for planning. Provision and resources for the teaching of information technology have improved and teachers make better use of information technology in the curriculum. The place of art and of design and technology in the curriculum has developed and pupils achieve satisfactory standards in these subjects. The quality of information to parents is better than it was. This reflects in parents' well-focused support for the school and in improved rates of attendance. There have been developments to the school's accommodation that result

in improved security of the buildings and grounds, better facilities for pupils in the school library and information technology area and for the administration staff in the school office.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	n/a	B	A	A	well above average A above average B average C below average D well below average E
mathematics	n/a	D	B	C	
science	n/a	C	C	D	

In the most recent national tests and assessments for pupils aged seven, standards were in line with the national average, but well below standards found in similar schools. These results are due in part to the relatively high number of pupils with special educational needs or with English as an additional language in that year group. Pupils aged 11 achieved standards that were well above the national average in English, above average in mathematics and in line with the national average in science. Compared to similar schools, standards at age 11 were well above average in English, average in mathematics but below average in science. In science, the unfavourable comparison with similar schools results from the number of pupils who do not attain the nationally expected standard. This number is no more than in schools nationally, but is greater than in similar schools. In all three subjects, the percentage of pupils attaining at the higher levels is above the national average. This reorganised school has only had pupils in Year 6 since 1997. However, the trend over two years to 1999 has been one of rapid improvement, at a rate that far exceeds the rate of improvement nationally. Pupils' work reflects the above picture, although standards in science have improved. Standards are well above average in English and above average in mathematics and science. This greater success in English results in part from the school's positive response to the National Literacy Strategy and also to the fact that assessment procedures in English are more systematic than in other subjects. Teachers match tasks more closely to pupils' learning needs and this improves the progress that they make. The school has already exceeded its targets for improving pupils' performance by 2001. These targets will need to be revised in order to maintain the pace of improvement or to meet the needs of particular year groups. Pupils' attainments in information technology are in line with national expectations and standards in religious education are above those set out in the Agreed Syllabus. Pupils achieve satisfactory standards in all other subjects and in music and physical education standards are above national expectations by the end of Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive; pupils are enthusiastic, eager to learn and willingly rise to the challenge to do their best.
Behaviour, in and out of classrooms	Pupils' behaviour is consistently very good. They are calm and orderly and there is no evidence of bullying or oppressive behaviour.
Personal development and relationships	Very good; pupils are mature and responsible in their approach to school life. They form very constructive relationships with their teachers, other adults and with each other that contribute strongly to the school's very positive ethos ¹ and high degree of racial harmony.
Attendance	Above the national average.

Pupils' attitudes, values, relationships and personal development are strengths of the school that have a considerable impact on the quality of their learning and on the progress that they make.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall 64	Good	Satisfactory	Good

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

The overall quality of teaching is good. During the inspection, 95 per cent of lessons were satisfactory or better. The teaching of children under five was consistently good. Teaching in Key Stage 1 was satisfactory overall, although half of the lessons were good and 17 per cent of lessons were very good. Teaching in Key Stage 2 was good overall, with almost one lesson in three very good or excellent. This has a significant impact on standards by the end of Key Stage 2. Teaching was unsatisfactory in five per cent of lessons. The teaching of English is good. Teachers are making a positive response to the National Literacy Strategy and the teaching of basic skills is effective. The skills of speaking and listening, reading and writing are taught effectively and reinforced well in lessons across the curriculum. The teaching of mathematics is good. The teaching of numeracy skills forms a lively part of most mathematics lessons. Tasks in these subjects are well matched to pupils' learning needs and this improves pupils' progress. The management of pupils is a strength of teaching and teachers use a good variety of teaching methods and resources to maintain pupils' interest and the pace of learning. The school's support staff make a very considerable contribution to the quality of teaching and learning. Teachers' use of on-going assessment in their planning is unsatisfactory. Teachers are planning tasks at different levels, but often on the basis of generalised assessments and not on the basis of what pupils know, understand and can do. This restricts progress in some lessons. Teaching meets the needs of most pupils. The teaching of pupils with special educational needs, those with English as an additional language and of able and gifted pupils is effective and ensures that they achieve good standards in their work.

¹ Ethos is the climate for learning, attitudes to work, relationships and commitment to high standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is appropriately broad and balanced. It complies fully with the requirements of the National Curriculum and is extended by a suitable range of extra-curricular activities and competitive sports.
Provision for pupils with special educational needs	Very good; school provision complies fully with the Code of Practice ² and ensures that pupils with special educational needs make good progress towards targets in their individual education plans.
Provision for pupils with English as an additional language	Very good; a combination of specialist teaching and all round support ensures that these pupils have access to the full curriculum and achieve appropriately high standards in their work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good; moral and social development are particular strengths and contribute to the school's strong and positive ethos, within which the personal development of pupils receives particular emphasis.
How well the school cares for its pupils	This is a very caring school in which pupils' safety and welfare are successfully promoted. The monitoring and promoting of good behaviour and attendance are particularly effective.

The school works in very effective partnership with parents. By giving their support at home and in school, most parents contribute very positively to their children's learning and achievements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide very strong leadership. They have a clear view of the way ahead and are committed to the process of school improvement.
How well the governors fulfil their responsibilities	Governors are very involved in the management of the school; they are very supportive of the headteacher and staff, yet rigorous in discharging their statutory responsibilities.
The school's evaluation of its performance	There is frequent monitoring of the quality of teaching and learning by the headteacher, senior staff and governors. This has had a positive impact on the school development process.
The strategic use of resources	The school's priorities are supported through effective financial planning. The school uses its budget and other grant funding effectively and according to principles of best value in order to meet the needs of the pupils. The school provides good value for money.

The quality of leadership and management is very good. The recently appointed headteacher has a strong and positive impact on many aspects of the work of the school. The number of teaching and support staff is appropriate to meet the needs of pupils on roll and the demands of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour in the school is good. • The teaching is good. • Parents feel comfortable about approaching the school with questions or problems. • The school is well led and managed. • The school expects pupils to work hard and do their best. • The school helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of work that pupils are expected to do at home. • The information about how pupils are getting on. • The range of activities available to pupils outside lessons.

Parents' responses to the questionnaire, at the parents' meeting and during the inspection were very supportive of the school and of the quality of education provided for their children. A very small number of parents expressed concern over some aspects of the school's work. The inspection supports the positive views of parents. Evidence gained from a wider sample of parents and during the inspection suggests that the range and quality of information to parents is very good. Inspectors find no cause for concern over the quality of information about pupils' progress. School reports contain appropriate information about what pupils know, understand and can do. Teachers use homework appropriately; it generally relates well to pupils' on-going work and so contributes positively to their attainments. The range of extra-curricular activities is suitable, though relatively narrow; this is not dissimilar to that in other schools of this size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the reception class, most are attaining broadly average standards. However, for a considerable number of children, standards in language and literacy and in personal and social development are above those normally expected of children under five. Children in the reception class make sound progress and by the time that they reach statutory school age, almost all attain the Desirable Learning Outcomes³, with higher attaining children well launched into the National Curriculum Programmes of Study, particularly in English and mathematics.
2. The most recent National Curriculum tests and assessments at the end of Key Stage 1 in 1999 showed that, standards in relation to the percentage of pupils attaining or exceeding nationally expected levels, were above average in reading and science and average in mathematics and writing. However, pupils in Key Stage 1 could be doing better in English, mathematics and science. In comparison with similar schools, pupils' attainments in the 1999 tests were well below average. Most pupils reached expected levels and in reading and writing, an appropriate number reached the higher than average Level 3. However, a significant number did not attain a secure level 2 in reading, writing and mathematics and no pupils were awarded the higher level in science. This resulted in average points scores in Key Stage 1 that were well below those of schools with a similar background. These results are due, in part, to the relatively high numbers of pupils with special educational needs or with English as an additional language. The school makes very good provision for these pupils and many make good progress during their time in the school. Nevertheless, by the end of Key Stage 1, some are still attaining at low or low-average levels and this has a negative impact on pupils' average points score. Additionally, there are weaknesses in the school's planning and assessment procedures. This means that some tasks are not firmly based on what pupils know, understand and can do, as for example in scientific investigations, and this also limits attainment. Inspection evidence is not entirely consistent with this picture of attainment at the end of Key Stage 1 and suggests that standards, though still relatively low in comparison to similar schools, are rising. In English, pupils' speaking, listening and reading are now firmly above average. The school analyses assessment data more carefully and this has highlighted weaknesses in pupils' writing. Standards are broadly average, but measures to strengthen the development of writing are beginning to bring about improvements. Overall standards in mathematics and science are in line with national averages, though in both subjects an appropriate number of pupils is on course to attain the above average level. This will raise the pupils' average points score and improve the comparison with similar schools.
3. Inspection findings indicate that, by the end of Key Stage 2, pupils' attainments are well above national averages in English and above average in mathematics and science. This is similar to the position indicated by the 1999 national tests, though standards in both mathematics and science have improved. In comparison with similar schools, the 1999 results were well above average in English, average in mathematics and below average in science. The introduction of teaching in ability sets for some aspects of English has had a positive impact on pupils' attainments in Key Stage 2. This, along with the successful introduction of the National Literacy and Numeracy Strategies, is maintaining high standards in Key Stage 2. In science, and to a lesser extent mathematics, the comparison with similar schools results largely from the number of pupils who did not attain the nationally expected standard. This number is no more than in schools nationally, but is

^{3 3} Desirable Learning Outcomes – These are goals for children's learning by the time that they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills.

greater than in similar schools. Some pupils who attain a weak level 2 at the end of Key Stage 1 are sometimes unable to attain level 4 at the end of Key Stage 2. The use of assessment data produced at the end of Key Stage 1 and on-going assessments in Key Stage 2 have so far been insufficient to identify and redress these weaknesses in pupils attainment. However, in the current Year 6, there are very few pupils who are not already attaining the nationally expected level. This will raise the pupils' average points score and improve the comparison with similar schools.

4. In English, mathematics and science, the trend over time is one of standards rising well ahead of national improvements in these subjects. This has been particularly apparent in English and mathematics, although the Key Stage 2 data for this reorganised school only covers two years. The school has already exceeded its own targets for 1999 and Local Education Authority targets for 2001 for raising standards in English, mathematics and science. Given the current results, targets will need to be revised in order to maintain the pace of improvement or to meet the needs of particular year groups.
5. By the time that pupils leave the school, their attainments in information technology are in line with national expectations and standards in religious education are above those set out in the locally Agreed Syllabus. Pupils achieve satisfactory standards in all other subjects and in music and physical education standards are above national expectations by the end of Key Stage 2.
6. The majority of pupils achieve good standards of literacy and numeracy in relation to their age and prior attainment. Since the last inspection, the school has improved the performance of higher attaining pupils. In English, mathematics and science at the end of at the end of Key Stage 2, the percentage of pupils attaining at the higher than average level 5 is above or well above the national average.
7. Pupils with special educational needs achieve well. The school's records show that in relation to prior attainment, these pupils learn well and their achievement is better than would normally be expected. Despite this good achievement, the low starting point for some of these pupils means that their overall attainment is still below average by the time they leave the school. This is particularly true for those pupils who have joined the school later in their school career.
8. Pupils who speak English as an additional language receive very effective support from the specialist teacher and from class teachers; this ensures their full involvement in activities and adds to the achievements that they make. By the end of Key Stage 2, most operate very competently in the English language and many attain high standards in their work.
9. There is, however some evidence of underachievement on the part of a minority of pupils. These are the average or lower attaining pupils who score at the lower end of the expected range at the end of Key Stage 1 or fail to attain the expected level at the end of Key Stage 2. Teachers are not making sufficient use of on-going assessment to identify and meet the specific needs of these pupils. At the end of Key Stage 1, girls generally achieve higher standards than boys. However, by the end of Key Stage 2, there are no significant differences in the achievements of pupils of different gender or background.

Pupils' attitudes, values and personal development

10. The school is very successful in achieving its aims for the personal development of the pupils. As identified in the previous inspection, the behaviour of the pupils is very good, both

in classrooms and throughout the school. Pupils have a very positive attitude to school and to their work.

11. Pupils come to school with very good attitudes to learning. Pupils concentrate well and are keen to produce good quality work. A pattern of careful thought and hard work is developed on entry to the school and maintained throughout. Most pupils show good enthusiasm for learning and high self-esteem. Pupils are keen to share their ideas with teachers, other adults and each other. They think for themselves, work diligently and persevere to solve problems.
12. The pupils' behaviour is very good. This has a positive effect on the quality of life in school, standards of achievement and the quality of learning. Most pupils work and play together happily, enjoy each other's company and show high levels of mutual understanding and support. However, a small minority of pupils occasionally displays challenging and, at times, disruptive behaviour. Incidents of poor behaviour are few and far between, and staff usually deal with them promptly and effectively when they occur. In day-to-day interaction with each other and with adults, pupils are courteous, thoughtful and polite.
13. The quality of relationships is very good. Pupils work and play well together both in large and small groups. Standards of racial harmony are high. Relationships between staff and pupils are friendly and very constructive. Pupils listen well to their teachers and other adults and respond in a positive and confident manner. Teachers respect the individuality and achievements of pupils.
14. The pupils' personal development is very good. They show a strong sense of self-esteem and self-worth, as well as displaying an understanding and respect for other people's feelings. They demonstrate good self-discipline and show respect for other people's property. Pupils respond well to positive feedback and discussion activities, such as 'circle time' and assemblies that are designed to enhance personal and social development. They gain confidence and social skills from participating in a range of educational visits and extra-curricular activities. They share resources without any fuss. When required, pupils take on responsibility for resources in class, the daily assemblies, keeping the school library in order, helping in the dining hall, in the playground and around the school. Members of the School Council and monitors willingly take on a number of responsibilities and carry them out efficiently. Older pupils enjoy taking care of younger ones during breaks. Pupils also contribute well to the life of the community through fund raising, contributing to charities and effective links with the community.
15. Attendance is good and makes a significant contribution to the standards achieved by the pupils. Last year it was nearly 96 per cent. This is above the national average and an improvement since the previous inspection. Absences are usually due to the normal childhood illnesses, though a number of parents persist in taking their children on holiday in term time. The level of unauthorised absence is low, reflecting the diligence with which the school ensures parents provide reasons for their children being absent. Pupils are keen to come to school and are punctual. Registration takes place commendably promptly at the start of the day. Lessons during the day start and finish on time.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching is good. During the inspection, 95 per cent of all lessons were satisfactory or better; 45 per cent of lessons were good and a quarter of all lessons were very good or excellent. There is teaching of this quality throughout the school, but more consistently in upper Key Stage 2. Five per cent of lessons were unsatisfactory. This represents a considerable improvement since the previous inspection when there were far fewer high quality lessons and a greater incidence of unsatisfactory teaching. These improvements can be attributed to the very strong commitment to change promoted by the

headteacher and shared by the teaching staff. This reflects in the school's more rigorous approach to the monitoring of teaching and learning. In addition, the school's strategies for literacy and numeracy, with improved planning, have begun to have a positive impact on teaching and learning in English and mathematics, which are good overall. The teaching meets the needs of most pupils. The teaching of pupils with special educational needs, those with English as an additional language and of able and gifted pupils ensures that they achieve appropriately high standards in their work. Consistently good teaching makes a significant contribution to the quality of pupils' learning and increases the progress that they make. This is especially apparent in Key Stage 2, where better teaching also means that there is greater consistency in approach, and this strengthens the continuity of pupils' learning and makes for greater gains at the top of the school.

17. The teaching of children under five is good overall. All lessons seen were good or better, with very good teaching in 20 per cent of lessons. Staff in the reception class make children very welcome and, as a result, they quickly feel secure. The teacher carefully establishes classroom routines and a very calm and purposeful atmosphere in which children's personal and social development is very well promoted. This helps children to grow in confidence and independence. Thoughtful planning incorporates ample practical activities and good opportunities for structured play. This enhances children's learning and enables them to attain and often exceed the expectations outlined in the Desirable Learning Outcomes.
18. In Key Stages 1 and 2, teaching was satisfactory or better in 94 per cent of lessons, although there was a greater proportion of high quality teaching in Key Stage 2. This is one factor that contributes to rapidly improving standards of attainment by the end of Key Stage 2. In both key stages, most teachers manage pupils consistently well and achieve a good level of discipline, whilst maintaining very positive and constructive relationships. This contributes to pupils' readiness to participate actively in discussions, to share their ideas and to listen to those of others and so adds to the quality of their learning. A good example of this was when pupils in Year 4 discussed 'giving' as part of a religious education lesson. However, a small minority of pupils occasionally displays challenging and, at times, disruptive behaviour. Teachers generally manage these pupils effectively, although weaknesses in pupil management were a contributory factor to one example of unsatisfactory teaching at the beginning of Key Stage 2.
19. Teachers use a good range of teaching styles. There is a successful balance between direct teaching of the whole class and interaction with groups and individuals. Teachers use questioning effectively to encourage pupils' participation and promote thinking, both in large and smaller groups. Classroom management and organisation are good; teachers prepare resources before lessons, enabling pupils to make a prompt start and proceed at a good pace, for example in art lessons. There is a good balance between spoken and written responses. At the end of Key Stage 2, there is a consistent approach to the recording of work. In subjects such as science, history, geography and religious education, pupils write independent accounts that are well thought out and stimulating. Where they use worksheets, these usually provide an appropriate level of challenge to pupils and do not limit the amount of writing that pupils need to do. In this way, teachers provide many opportunities for work across the curriculum to contribute positively to pupils' learning in literacy.
20. Most teachers have secure subject knowledge and are clear and specific about what they want pupils to learn in the course of a lesson, as for example in literacy and numeracy lessons, during which basic skills are taught effectively throughout the school. The school makes good use of teachers' specific subject expertise to offer an element of specialist teaching in some subjects. This improves the overall quality of teaching in Key Stage 2 and adds to the quality of pupils' learning in subjects such as physical education, music and French, when pupils concentrate well and make a sustained effort. However, weaknesses in subject knowledge and in the documentation that supports teachers' planning were

contributory factors to unsatisfactory teaching in a small number of lessons. Teaching points lack clarity and pupils' progress is more limited when teachers lack confidence, as in one physical education lesson in Key Stage 1.

21. In Key Stage 2, the organisation of pupils into ability sets for some aspects of English enables teachers to match work more successfully to the needs of pupils of differing levels of attainment and this has effectively improved the quality of pupils' learning. However, this close match between tasks and the specific needs of pupils has not been established in other subjects. Throughout the school, teachers make insufficient use of regular, well-focused on-going assessment to provide up-to-date information about what pupils know, understand and can do. This is unsatisfactory as it weakens planning, has a negative impact on pupils' progress and contributes to the underachievement of some average and lower attaining pupils who do not achieve nationally expected standards or attain at the lower end of the expected range. This is particularly apparent in reading, writing, mathematics and science at the end of Key Stage 1, and to a lesser degree in mathematics and science at the end of Key Stage 2. In other subjects, almost all assessment is informal. There are no on-going records and so teachers do not have the necessary information to plan more effectively to meet the needs of pupils.
22. The specialist teaching for pupils with special educational needs is at least good and often very good. In the classrooms the quality of teaching is more variable but is never less than satisfactory, and on occasions good. Teachers have high expectations of pupils' attainment and behaviour. They deal with the pupils, some of whom present behavioural difficulties, in a gentle and supportive manner. The very good and consistently applied strategies for behaviour management at the top of the school and by the special educational needs co-ordinator, mean that pupils settle to their work in a way that belies the difficulties that many of them have. This is a credit to the professionalism of these teachers and to the good relationships that they establish with pupils.
23. Teaching support for pupils with special educational needs and for those with English as an additional language is provided in a variety of ways to suit the differing needs of the pupils. These range from small group teaching with specialist teachers for Reading Recovery, to individual support for pupils in lessons given through learning support assistants. When pupils are taught in small groups the teaching is invariably good and as a result pupils learn well. Tasks are well matched to the individual needs of pupils, lessons move at an appropriate pace and teachers continually assess the progress that the pupils make. A good feature of many of these lessons is the close link with the work that other pupils in the class are doing in the classroom. Learning support assistants work very closely with teachers and the quality of their contributions makes a very valuable contribution to the attainment and progress of pupils with special educational needs. The learning support assistants are very knowledgeable and take great efforts to develop their own skills and understanding in order to be able to support pupils more effectively. For example, one support assistant has completed a course in the education of dyslexic pupils and another has qualified for the Specialist Teacher Assistant's Certificate.
24. Throughout the school, teachers know their pupils well and respond to their efforts with consistent encouragement. They demonstrate the value they place on their work by carefully mounting and displaying it throughout the school. This promotes the development of pupils' self-esteem and a positive approach to learning. Pupils respond well and, as a result, the quality of their learning is good. Their work rate is generally high and most make a real effort to succeed. From the earliest stages, pupils show an impressive capacity for concentration and independence in their work. Teachers mark pupils' work regularly. In upper Key Stage 2, marking is both constructive and developmental, although throughout the school as a whole, there is insufficient marking that reinforces teaching points made in lessons and that encourages pupils to focus on the improvement of specific skills. From their earliest days in school, pupils take home books to share with parents. As they move

through the key stages, teachers consistently set a range of homework and this contributes positively to pupils' progress.

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

25. The quality and range of opportunities for learning provided by the school for all pupils are satisfactory. The school provides an appropriately broad curriculum for its pupils. The curriculum for children under five is appropriately based on the Desirable Learning Outcomes and there are suitable arrangements for older or higher attaining children to begin working on National Curriculum Programmes of Study. All National Curriculum subjects are included, and the school meets statutory curricular requirements, including the provision for religious education. The school has very successfully managed the implementation of the National Literacy Strategy and the National Numeracy Strategy. The breadth of the curriculum has been maintained at the same time.
26. The school has adopted a useful long-term overview for subjects, which provides a framework within which teachers plan their work well on a half termly basis. Co-ordinators are developing policies and schemes of work in all subject areas but some of these are overdue for review or are still in draft form. Medium-term planning is good, especially for literacy. Teachers plan their work together to ensure that pupils receive a balanced curriculum, which develops their skills in the different subjects. The process of matching the needs of different groups of pupils to the demands of the curriculum is good in English, and generally satisfactory in mathematics. However, at present, this matching is in general terms, informed only by broad target levels. Schemes of work in most subjects, other than English and mathematics, do not provide teachers with clear guidance on the criteria against which to evaluate pupils' progress. As a result, assessment procedures do not provide the necessary information to base planning on what pupils know, understand and can do.
27. The curriculum promotes pupils' intellectual, physical and personal development well, and is accessible to all pupils. Teachers use information and communication technology appropriately to support and enhance subjects across the curriculum. Curriculum provision and assessment arrangements for pupils with special educational needs and English as an additional language are very good. They have access to the full curriculum.
28. The school provides a suitable range of extra-curricular activities such as music, drama and sporting activities. These effectively extend the curriculum and enable a significant number of pupils to attain higher personal standards in their chosen activities. Homework is set, especially in reading, and the quality of the dialogue with many parents through the pupils' reading diaries is often very good. Teachers use the daily literacy hour well to link with subjects such as history and geography and this improves the quality of pupils' learning in English and in other subjects.
29. Provision for personal, social and health education is good. The school has an overall plan for teaching these topics, and provides regular opportunities through 'circle time' when pupils can discuss these and other issues, in a sensitive and supportive setting. Good work is done in teaching the pupils about healthy eating and how to care for the environment, for example through aspects of the curriculum in science and geography. The quality of links with the community is good. The school has good links with initial teacher training institutions, and takes teachers under training.
30. The school's philosophy, code of conduct and a series of appropriate experiences and activities successfully promote pupils' spiritual, social, moral and cultural understanding. The provision for pupils' spiritual understanding is good. It is underpinned by religious education lessons, school assemblies and by the aesthetic dimension of the curriculum areas such as art, drama, music, science, poetry and literature. Assemblies include suitable

spiritual content and opportunities for pupils to reflect on aspects of the school's Christian background and heritage and on important festivals from the world's major religions and cultures, for example, Diwali, Ramadan, Harvest and Lent. Pupils participate positively in the acts of collective worship.

31. The provision for pupils' moral development is very good. The school places a high priority on the teaching and understanding of moral values. The ethos of the school is firmly based on respect and care for others. Teachers take care to show that all pupils are valued. The school effectively teaches the values that distinguish right from wrong. Due attention is given to the reinforcement of codes of behaviour and sharing of positive values. The pupils respond positively, enjoying their work and showing care for the school. Moral values are taught effectively, through stories, songs and discussions. Both teaching and support staff provide good examples and encourage children to relate well to each other and behave courteously. Pupils are well disciplined and this makes for a calm and orderly school.
32. The school makes very good provision for pupils' social development. The school, as a caring community, values its members and encourages different groups of pupils to integrate well together both at work and at play. The quality of relationship between adults and pupils is very good and this provides pupils with very positive role models that help them to relate well to each other and act courteously. Pupils are provided with appropriate opportunities and carry out responsibilities that contribute to the day-to-day life of the school. For example members of the School Council represent pupils' views responsibly to staff and governors and the monitors help with the smooth running of lessons and class activities. There are a number of social links with the wider community and the school promotes a good understanding of citizenship, such as caring for the world and raising money for various charities.
33. The pupils' cultural development is good. The school gives pupils many opportunities to develop an understanding of their own cultural traditions and practices and of the key features of other groups in the society. Pupils are given suitable opportunities to gain an understanding of the central beliefs and practices of different faiths, through topic work and religious education. Pupils' multicultural awareness increases as a result of regular opportunities to appreciate art, dance, and music from around the world. Teachers use multicultural artefacts and books to portray appropriate images of other cultures and to promote positive attitudes. There is also a programme of visits and visitors to the school, for example the Indian dancer, who also contributes effectively to this aspect of pupils' learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school successfully establishes an ethos of care and concern. All staff, teachers, support assistants, midday supervisors and administrative staff, make a significant contribution to caring for the pupils. The school provides pupils with a safe and secure environment, which supports their education. Nevertheless, the procedures for monitoring academic performance are unsatisfactory. This is consistent with the findings of the previous inspection.
35. The school has satisfactory procedures for child protection and for ensuring the welfare of the pupils. The school follows locally agreed procedures. All staff are aware of the policy document which gives clear guidance. There are appropriate procedures for dealing with minor accidents and, when necessary, informing parents. The provision for first aid is good, with several staff having had appropriate training. The arrangements for sex education and drugs awareness are appropriate.
36. The school presents a safe environment for its pupils and improvements since the previous inspection have up-graded the security of the buildings and grounds. A satisfactory health

and safety policy is in place and the governors inspect the school each term to identify any potential hazards. However, a risk assessment visit by governors four months before this inspection has not resulted in any written documentation or action and the issues highlighted are not those that are currently the most pressing. This indicates a need for additional governor and staff training in this area. The teachers ensure that pupils are aware of health and safety issues during lessons such as science, physical education and design and technology and that they use tools and apparatus safely.

37. The procedures for promoting discipline and good behaviour are very good. The very readable booklet on 'developing positive behaviour' is designed for both staff and parents. It explains expectations, rewards and sanctions and ensures a consistent approach is adopted throughout the school. Golden rules are on display and teachers discuss them with the pupils at the beginning of the year and refer to them as necessary at other times. Pupils are able to quote examples of what they should and should not do. Pupils' very good behaviour and achievements are celebrated in school assemblies. The staff also reward good behaviour by giving out stars and team points. The midday supervisors have a good understanding of how to support the pupils in the playground. The staff have agreed appropriate strategies for dealing with any instances of bullying or racism. The pupils who show any sustained difficulty with behaviour are monitored well through the school's special needs system. The sense of family encourages pupils to reflect on their actions and those of others. These arrangements work very effectively and result in high standards of behaviour throughout the school.
38. The procedures for monitoring and promoting attendance and punctuality are good. The pupils' keenness to come to school and the good relationships with parents result in little absence. The school uses the newsletters to remind parents of the need for regular attendance and the importance of arriving on time. The headteacher monitors the registers and the education welfare officer visits the school regularly. However, although the headteacher speaks to parents before authorising holiday absences, some parents still do not fully appreciate the need to avoid taking their children out of school in term time.
39. The school's arrangements for the assessment and monitoring of pupils' academic performance are unsatisfactory overall. There is an assessment of the youngest children when they enter the school and systems for recording pupils' development in language, literacy and mathematics are thorough in the Reception class. However, although teachers have begun to introduce appropriate procedures for assessment across the school, these have not yet had time to make any real impact on pupils' attainment. There is no record of attainment in all subjects for each pupil. This means that, when topics are revisited, teachers plan on the basis of broad target levels and not on the basis of what individual pupils know, understand and can do. Some teachers keep satisfactory informal, on-going records, including detailed reading records, which show pupils' progress in English, mathematics and science, and sometimes other subjects. There is a whole school policy but agreed procedures are not consistently applied by all teachers and so not all pupils benefit from them. In all classes, pupils have clear targets in English, mathematics and science that are suitable for them. This is the beginning of a useful system, designed to track pupils' attainment and progress, but since it was only introduced this year, there has been no time for it to impact on the quality of planning and assessment or on the quality of pupils' learning.
40. Opportunities to use formal and standardised testing across the whole school, especially in English and mathematics, are now in place, and the co-ordinator has lately begun to collate these electronically. However, the use of this recently acquired assessment information to plan for pupils' next steps in learning, from both national tests and school-based assessments, is as yet unsatisfactory. The wealth of data available, including the test and teacher assessment results is analysed but does not currently sufficiently inform decisions about the organisation and management of teaching and learning of all pupils. In those few

places where these assessments are being implemented well, the pupils make good progress. For instance, the level of learning in spelling through the sets in Key Stage 2 is higher due to the well-focused teaching that the assessments have enabled.

41. Procedures for assessing the attainment and progress of pupils with special educational needs are very good. They are also good for pupils with English as an additional language. Targets for developing specific aspects of language development have been identified by the specialist teachers and individual pupils are targeted to have additional literacy and language support. The early identification of pupils with special educational needs and the good quality support provided for them is a strength of this school. Great care is taken to ensure that the needs of the pupils are met and learning support assistants are invaluable in this area.
42. The procedures for monitoring and supporting the personal development of the pupils are good. Though there is little formal record keeping, the staff know their pupils well and have a good understanding of their personal development. Each week, one pupil in each class is awarded a star for showing particular qualities or attitudes such as being especially enthusiastic, overcoming fears in gymnastics or being a willing helper. Each term, the pupils have personal targets. Their personal development is enhanced by various activities during the year. These include collections for charity, sports matches against other schools and residential visits.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. In their responses to the questionnaire and at the meeting with the inspectors, parents showed that they are generally very pleased with all that the school does. They are satisfied with the level of support their children receive and consider that the school promotes positive attitudes. These reactions are similar to the comments made at the time of the previous inspection. Some parents are concerned about the range of activities outside lessons, but the inspection team considered that, overall, the provision of clubs and activities was satisfactory. Nevertheless, they do concentrate on sports and music and less is available for the younger pupils. A few doubts were expressed about the amount of homework but the inspectors conclude that the homework set is appropriate. A small number of parents also feel they are not well informed about the progress of their children, though the great majority is satisfied with the amount of information provided. The inspectors fully support this latter view, especially because there are regular opportunities for parents to meet the teachers.
44. The school has maintained the very good links with the parents reported at the time of the previous inspection and these contacts are very effective. The school sends home newsletters every week outlining the various activities that the pupils are involved in as well providing general administrative information. As parents readily acknowledge, the staff are very willing to meet them and make themselves available at the start and end of the day. At the beginning of each school year, teachers hold coffee mornings to explain what will be taught in each subject and to help parents to understand how they can support their children at home. These are very well attended, as are the termly conferences, when teachers meet parents individually to discuss the progress of the pupils. In addition, the open evening in the summer term enables parents to see displays of pupils' work. The annual report on progress provides a good summary for each subject on what the pupils know and can do. There are few specific targets, although the pupils make some general comments on how they see their work. Parents of pupils with special educational needs are appropriately involved in the setting and review of their individual education plans.

45. Parents' involvement with the school is exceptional and makes a very good contribution to its work and to the attainment of the pupils. There are clear channels of communication, both formal and informal, that ensure that parents have the necessary information to support their children's learning in the home and at school. For example, the homework diaries in Key Stage 2 generally provide a good summary of what is expected. Many parents help regularly in the school. They work directly with the pupils; hearing readers, guiding good handwriting and supervising mathematical games, cooking and artwork. Several parents have received specific training on how to help pupils with special educational needs improve their literacy. Others help in the library, on educational visits or by tidying the site. The home-school agreement was devised in consultation with the parents. Their role is clearly defined, and includes ensuring that their children are well rested! The Parent Staff Association gives very good support by arranging fund raising, for example to help equip the new information technology area, and by putting on social events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The headteacher provides strong and very effective leadership. He has a clear and accurate view of the school's strengths and weaknesses, which he shares with the senior management team and the governing body. The headteacher's sharp and accurate analysis supports the clear educational direction for the school. The transition from First School through to Primary status has been managed well. Since the last inspection the headteacher has reviewed and, with the support of staff, redefined the school's aims. The well-defined aims focus on the rigorous development of pupils' intellectual skills and contain an appropriate focus on pupils' personal development. The headteacher and staff are firmly committed to ensuring that pupils achieve at their full potential. In response to the last inspection findings, the headteacher has strengthened the management structure by redefining the role of curriculum co-ordinators and developing the monitoring role of the governing body and all staff with management responsibilities. Recent improvements in planning procedures, particularly short-term planning, are effective in promoting a team approach and ensuring that teaching is informed by clearly defined learning objectives. The success of these initiatives is reflected in the overall good quality of teaching and learning, for example in English and mathematics.
47. The headteacher enjoys the confidence of the governors, who also share his vision for the future direction of the school. The strong governing body is very supportive, committed and enthusiastic and through the establishment of appropriate committees guides the strategic development of the school very effectively. Governors are well informed, proactive and closely involved in all aspects of school life. This enables them to take a full part in decision making. The introduction of a link governor for each curriculum subject is very successful and contributes to their good knowledge and understanding of what the school is doing. Governors report back to the full governing body and provide useful first hand information about the daily life of the school. The governing body keeps proper oversight of the provision made for pupils with special educational needs. They talk enthusiastically about the Reading Recovery and the Toe-by-Toe programmes and their positive impact on pupils' attainment. Statutory responsibilities are fully met. The school development plan is detailed, thorough and sets appropriate targets for improvement. It is constructed after appropriate consultation.
48. The headteacher is aware of the development needs of the school. In response to the previous inspection report, he has implemented more formal and rigorous monitoring of the curriculum, which is closely related to the school development plan and staff development. Teaching and learning are monitored well by the senior management team. Subject co-ordinators monitor progress in a variety of ways, for example scrutinising planning, pupils' work and displays. When the subject is a focus within the development plan, time is given for classroom observation and subsequent feedback to teachers. Current arrangements

include valuable opportunities for professional discussion and development. Observations with a subject focus are carried out jointly by the subject co-ordinator and link governor. The co-ordinators with responsibility for English and mathematics have been successfully involved in classroom practice and all teachers have been observed teaching both literacy and numeracy. This planned programme of monitoring is proving to be an effective tool in raising the standard of both teaching and learning. There is a systematic procedure for staff appraisal and outcomes inform the setting of performance targets. Arrangements for the induction of new staff are appropriate and ensure a smooth integration into the school and opportunities for further development.

49. The management of the curriculum is good. The literacy hour is fully established and the implementation of the national numeracy strategy is being managed well. Development in all subjects is planned appropriately and sound progress has been made in developing art, information technology and design technology since the last inspection. The headteacher, staff and governors are determined to further improve standards through the appropriate setting of targets for groups of pupils. A good start has been made through the new planning procedures and attempts to match the curriculum to the pupils' different levels of ability, although this aspect is not always defined sharply enough. Planning at the medium-term stage is good. However, schemes of work to inform this planning and to ensure continuity and progression within some foundation subjects, are in draft form and need to be finalised. Others, such as science, history and geography require updating in line with national guidance. A whole school approach to assessment has yet to be adopted, although a new system for managing assessment is in the early stages of being introduced. The management of special education needs is very effective. It is very well organised and very good records are kept. The impact of this can be seen in the progress made by these pupils. Provision for pupils with English as an additional language is equally well managed and pupils make very good progress. The staff work very well as a team and both these groups of pupils receive good support within the classroom.
50. Financial planning is very good and clearly driven by what the headteacher, governors and staff see as the schools educational aims and priorities. The headteacher and governing body manage the budget very effectively. The governing body, guided by the headteacher, is fully involved in the decision making after due consultation with staff. Senior staff make financial decisions in line with identified priorities and the governors demonstrate a high level of confidence in the spending plans of the senior management team. The school development plan is detailed and sets clear targets for improvement. It effectively guides spending and this enables targets to be met and staffing and resources to be maintained at a good level. The governors budget carefully for major improvements such as the setting up of an information technology suite. The school makes effective use of grants allocated for specific purposes, for example, special educational needs, or school improvement. The governors are aware that their decisions must be as cost effective as possible and they regularly review the criteria for their decisions.
51. Financial control and day-to-day administration are carried out to a high standard. The headteacher and administrative staff use information technology effectively for the administration of the budget and the co-ordinator has made a good start made in setting up an assessment management system. The administrative officer manages the budget very well and the systems ensure that the headteacher and governors are able to monitor spending closely. Minor recommendations in the last audit report have been addressed. The school applies best value principles by gathering information before spending decisions are taken. The school also compares its performance with other schools both nationally and locally. Co-ordinators manage their budgets carefully to make best use of available resources and new purchases support the priorities for curriculum development.

52. There is a sufficient number of suitably qualified and experienced teachers and support staff to meet the requirements of the national curriculum and the agreed syllabus for religious education. They are deployed appropriately and the match of staff to co-ordinating roles maximises their experience and expertise. The special needs co-ordinator and non-teaching assistants provide very good support for those pupils with special educational needs. Staff more recently appointed have received appropriate support. Staff development is closely linked to the school development plan but also takes account of the individuals' needs. It is effective in improving both teaching and learning. Training for the implementation of the national literacy and numeracy strategies has been successful in providing a structured and effective programme of learning which has a positive impact on both the quality of teaching and learning. Standards in information technology and art have also risen as direct result of in-service training.
53. Overall the accommodation is good, with spacious classrooms and corridors and attractive displays of pupils' work. The grounds are extensive. Pupils and staff make efficient and effective use of the facilities available and there is good support from the site manager to maintain an attractive and welcoming environment. However, people with physical disabilities would not be able to gain access the first floor. Since the last inspection a small extension has been added to provide extra space for administration and to cope with sick pupils.
54. Resources in the school are good overall and support the teaching of the curriculum. Good use is made of resources in lessons to support both teaching and learning. The school now has a good number of computers in readiness for the completion of the new information technology suite and good use is made of information technology across the curriculum. Resources for history are satisfactory but lacking in artefacts. The library provision is very good and it is well used to develop pupils' library and research skills.
55. The school has a strong commitment to raising standards of achievement and providing its pupils with a good education in a lively and stimulating environment. Taking into account the school's income, its social and educational context, pupils standards of attainment and the quality of education provided, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards of pupils' attainment and extend the school's current achievements, the governors, headteacher and staff should jointly:

- Raise standards of attainment and pupils' progress in reading, writing, mathematics and science at the end of Key Stage 1 by:
 - ensuring that teachers use on-going assessments to plan work which meets the specific needs of pupils of differing levels of attainment, but especially for those average and lower attaining pupils who do not securely achieve the nationally expected standard .
(paras: 2, 21, 86, 93.)
- Improve the school's monitoring of pupils' standards of attainment and academic progress by:
 - introducing arrangements for the regular assessment of pupils' attainment in core and foundation subjects. *
 - ensuring that assessment data is systematically recorded and used in the planning of the next stages of pupils' learning.*
 - using specific learning objectives in planning as the criteria for evaluating the quality of pupils' learning and achievement.
(paras: 2, 39, 40, 86, 93, 98, 108, 114, 118)
- Improve the continuity of pupils' learning by:
 - ensuring that co-ordinators provide guidance that enables teachers to plan work that builds on pupils' previous skills and knowledge. *
 - ensuring that planning for the curriculum identifies clear criteria against which pupils' attainments can be assessed.
(paras: 26, 49, 98, 102, 114, 130.)

* These issues are identified in the current School Development Plan

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Training for staff and governors to improve risk assessment and ensure that internal Health and Safety audits identify appropriate areas for development. (para 36)
- Giving more emphasis to the design element of design and technology in Key Stage 1. (para 99)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	22	45	25	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	208
Number of full-time pupils eligible for free school meals	n/a	8

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	1
Number of pupils on the school's special educational needs register	n/a	59

English as an additional language	No of pupils
Number of pupils with English as an additional language	n/a
	28

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	n/a
	18
Pupils who left the school other than at the usual time of leaving	n/a
	25

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.2	School data	0.1
National comparative data	5.4	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
	1999	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	12	12
	Girls	14	13	14
	Total	28	25	26
Percentage of pupils at NC level 2 or above	School	93 (80)	83 (84)	87 (87)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	12	11	14
	Total	25	25	28
Percentage of pupils at NC level 2 or above	School	83 (80)	83 (66)	93 (93)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	22	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	17
	Girls	21	19	18
	Total	39	38	35
Percentage of pupils at NC level 4 or above	School	91 (79)	88 (58)	81 (74)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	20
	Girls	21	21	20
	Total	41	21	40
Percentage of pupils at NC level 4 or above	School	95 (84)	95 (64)	93 (97)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	8
Bangladeshi	0
Chinese	0
White	158
Any other minority ethnic group	10

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.8
Number of pupils per qualified teacher	24
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	66

FTE means full-time equivalent.

Financial information

Financial year	1998 / 99
	£
Total income	389119.00
Total expenditure	404498.00
Expenditure per pupil	1806.00
Balance brought forward from previous year	13321.00
Balance carried forward to next year	30227.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	208
Number of questionnaires returned	156

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	2	0	0
My child is making good progress in school.	66	29	4	1	0
Behaviour in the school is good.	70	28	1	0	1
My child gets the right amount of work to do at home.	49	44	7	0	0
The teaching is good.	69	28	3	0	0
I am kept well informed about how my child is getting on.	54	38	7	1	0
I would feel comfortable about approaching the school with questions or a problem.	82	17	1	0	0
The school expects my child to work hard and achieve his or her best.	72	27	0	1	0
The school works closely with parents.	66	30	4	0	0
The school is well led and managed.	70	29	1	0	0
The school is helping my child become mature and responsible.	71	26	2	1	0
The school provides an interesting range of activities outside lessons.	47	37	20	3	3

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

56. Children enter the reception class as rising-fives at the start of the academic year. At the time of inspection, most children in the reception class were under five. Children's attainment on entry to the school is average for their age. They make satisfactory progress, and by the time they are five, their attainment is in line with the national expectations of the Desirable Learning Outcomes for children of this age.
57. Children develop a broad range of skills within the recommended areas of learning, which are successfully incorporated into the National Curriculum Programme of Study. By the time they are five, children's attainment is average in all areas of learning. Children with special educational needs and those learning English as an additional language, receive good support that enhances their progress.
58. The overall quality of teaching is good in all areas of learning. A significant number of children achieve above average standards in language, and literacy and mathematics. This is mainly due to the stimulating and well-organised teaching by the under-fives staff, who set high expectations for children's progress and attainment. The teaching is extended in the reception class to embrace the literacy and numeracy strategies. The teacher plans effectively to provide a stimulating range of activities with clear learning objectives. This ensures that the quality of children's learning is good. Reception staff know how young children learn and extend their responses sensitively. Both the teacher and the nursery nurse work effectively as a team and support one another.
59. The curriculum for the foundation stage is appropriately linked to the nationally agreed areas of learning for the under-fives. The programme of work in place is effectively based on the advancement of children's skills, knowledge and understanding related to the key areas of learning and broadly incorporated into the National Curriculum Programmes of Study. This ensures that there is a smooth transition and that staff are able to make appropriate provision for older or higher attaining children. Assessments take place when children enter the reception classes and there are consistent procedures for assessing children in literacy and numeracy on a day-to-day basis to check their progress and plan what they need to do next.
60. Children make satisfactory progress in the development of *personal and social skills*. They are beginning to work successfully on their own and as part of a group. Teachers encourage them to use their initiative in solving problems and to seek help only when it is needed. Children develop confidence, knowledge and independence through a good variety of learning situations. They enjoy first-hand experiences and purposeful play. They are attentive and eager to learn. The teacher provides opportunities such as 'circle time', and encourages children to think for themselves and develop self-esteem. For example, children confidently talk about their feelings and recall occasions when they felt 'happy' or 'sad'. Children participate enthusiastically in teacher-led and self-initiated activities and concentrate for a fair length of time. They co-operate, share and take turns. Children behave well at all times and show consideration and respect for property and each other. They are happy and secure at school and form positive and respectful relationships with each other and with adults.
61. Children make satisfactory progress in *language and literacy*. They are on target to attain the expected standards by the time they are five. They enjoy listening to stories and songs. They are generally attentive and respond appropriately to instructions. Staff provide appropriate opportunities for children to talk about their experiences and develop new

vocabulary. Most children are gaining satisfactory pencil control and are developing early writing skills. For example, in a literacy session, a group of children follow the story of 'Sharon's Shell' and learn the sound 'sh'. They use their knowledge of initial letter sounds and write their own simple sentences with a little support. Almost all children can write their own name unaided. They make good progress when adults work with them in small groups or on a one to one basis. At these times, the quality of children's learning is good. Children handle books carefully and treat them with respect. Most children are beginning to associate sounds with words and letters, and the higher attainers recognise a few words in early reading books. Children undertake a range of activities related to literacy and this effectively promotes the development of early reading and writing skills. The quality of teaching and learning is good. The teacher makes valuable use of the nursery nurse to work with children. The effective introduction of the literacy strategy is making a significant impact on the quality of children's learning of language and literacy and improving the progress that children make. Both adults in the reception class make consistent use of assessment procedures to record children's progress. This helps them to match tasks appropriately to children's level of functioning and skill and has a positive impact on their overall learning and attainment.

62. Children's progress in *mathematics* is satisfactory overall. They will attain the expected standards by the time they are five. Most children match, sort and count using every day objects. They confidently count to ten and beyond. A number of children makes good progress and achieves above average standards. In one session, higher attaining children count in ones and twos, forwards and backwards, with developing understanding. Many children recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. Some higher attaining children describe objects by position, shape, size, colour and quantity. They are beginning to understand mathematical language for comparisons such as, bigger, smaller, longer and shorter, and use them correctly when working with large and small construction equipment and jigsaw puzzles. By the time they are five, the majority of children recognise and write the number symbols correctly and make accurate representations. The quality of teaching and learning are good. Opportunities for practical activities are well planned and carried out effectively, especially when rotated in small groups. The teacher provides sufficient opportunities for higher attaining children to develop knowledge and understanding of how to solve simple problems involving addition and subtraction, and use vocabulary such as, 'add one more' or 'two more', 'how many altogether?'
63. Most children are making satisfactory progress in their *knowledge and understanding of the world*. Children undertake role-play in the 'home corner' and are supported in their understanding of the idea of families. They show interest in learning about different people in the world. They talk about the weather, the day-time and the night-time with understanding and name the main parts of the body. They know that plants grow from seeds and need light and water to grow successfully. In one lesson, children learn to plant a variety of seeds and grow them under different conditions. Children explore properties of malleable materials, for example clay and play-dough. Opportunities to work with sand and water are a regular feature. Children show obvious enjoyment and readily talk about their free play investigations. There are well planned opportunities to make imaginative models out of a suitable range of constructional toys, as well as to select from a variety of reclaimed materials and, in doing so, develop skills, such as cutting, joining, folding and building. Regular cooking sessions offer useful opportunities for children to observe changes to ingredients and to use their senses. Most children gain the basic computer skills that are expected for their age, for example using of mouse to move items on the screen. Teaching and learning are effective. Both the teacher and the nursery nurse provide sufficient well-planned activities and encouragement for children to explore new ideas. There are stimulating displays of shells and objects that effectively illustrate the concept of colour. Children enjoy using a magnifying glass to look at patterns on shells and this enhances their

learning. The staff respond positively to the questions children ask, through appropriate interventions and explanations.

64. All of the under-fives make satisfactory progress in their *physical development*. Children are confident and well co-ordinated in the use of large play equipment such as tricycles. The outdoor provision is good. Children have daily opportunities to use outdoor equipment of a good range and quality. The available equipment is well used to promote the development of fine and gross motor skills through a carefully planned programme. In their regular physical education lessons in the hall, children move imaginatively, with satisfactory body control and awareness of space. In one good lesson, the children learn to travel with a ball and show skills of sending and receiving the ball with growing control and co-ordination. Children use construction toys, malleable materials and appropriate tools, and demonstrate satisfactory hand and eye co-ordination. They develop confidence in the use of different joining materials and tools such as scissors and glue for developing manipulative skills. The time spent on indoor and outdoor activities is generally well balanced and results in effective learning and development. Teaching is good. Lessons are skilfully planned with clear learning intentions and suitable methods of teaching that add to the quality of children's learning. The activities are stimulating and sufficiently adapted to children's interests and abilities and, as a result the children make sound progress.
65. Most children show satisfactory progress in all areas of *creative development*. They experiment with paint and use their observations, imagination and feelings to create pleasing pictures. In one lesson, they mixed red and blue paint to make different shades and know that red and blue makes purple. They are given good opportunities to explore colour, texture, shape and form, for example working with a wide range of materials to create a collage. Children sing and clap rhythms and express enjoyment in music and movement. Regular opportunities are planned for children to explore sound and depict ideas and feelings through using percussion instruments. The teacher carefully builds on children's responses, encourages new ideas and leads children to express their feelings through art and music. This not only enhances the quality of children's creative learning, but also promotes sound spiritual and aesthetic development. There is effective adult involvement in all children's activities. The teacher, nursery nurse and volunteer helpers have appropriate expectations of young children and effectively encourage them to participate in all activities.
66. The resources for both indoor and outdoor activities are good and accessible. The reception classroom is spacious and organised into logically defined and visually attractive areas with stimulating and interactive displays to enhance children's learning. The quality of the accommodation and resources has a positive impact on the overall quality of children's learning.

ENGLISH

Speaking and listening

67. At the end of Key Stage 1, standards in speaking and listening are above national expectations, and pupils make good progress over the key stage. When pupils in a Year 2 class were considering a story from another culture, they explained all differences well. They were able to show what they have been learning, such as compound words in literacy and comparing Islam with Christianity in religious education. Pupils in Year 1 are keen to contribute their ideas to a brainstorm about the characters in "The Monkey King". They read together from a story, raising and lowering their voices in line with the text. They listen carefully and respond with interest to the teacher's questions.
68. At the end of Key Stage 2, standards in speaking and listening are well above national expectations and pupils make good progress over the key stage. In Year 6, pupils show how well they understand the concept of a balanced argument by asking questions to test

each other's knowledge. Their responses display an awareness of their audience in the sensitivity and respect they show towards others. In Year 5, pupils listen with care to the teacher's reading of a poem and then make a group effort themselves at the end that shows their confidence, and just how much they learned by listening well. When discussing the poem 'The Listeners', pupils in Year 4 ask questions and respond with confidence, which shows they understand the difficult text and are enjoying the new vocabulary.

Reading

69. At the end of Key Stage 1, standards in reading are above national expectations, and pupils have made good progress by the end of the key stage. In Year 2 higher attaining pupils read with fluency, confidence and understanding. In shared reading sessions, pupils read out loud with good expression. They sound out any unfamiliar words, or break them down into syllables, or use contextual clues. In Year 1, pupils learn about features of a non-fiction book. They sound out unfamiliar words, or split longer words up and use pictures to help them to read.
70. At the end of Key Stage 2, standards are well above national expectations and throughout the key stage, the progress and learning of the majority of pupils is good. In Year 6, pupils read aloud fluently, accurately and with real enjoyment and show a good understanding of what they read. Pupils fully understand how to locate a non-fiction book in the library, and very efficiently find the information they need in the book. There was good example of this degree of learning in a lesson taken by the special educational needs co-ordinator in the library. She was able, through her prior good assessment of the pupils, to make sure they all understood where the books they needed were, and what skills they needed to find them. All reading work is made appropriate to the pupils' level of understanding. For instance, in a Year 4 lesson, pupils learned how punctuation affects reading and understanding by moving adjectives in a sentence based on their group reading books, and the poem they had studied in the first part of the lesson.
71. A home/school reading booklet is very effective, as it involves parents directly in their children's progress in reading. Pupils have reading bags they take home with reading books from school. The achievement of some lower attaining pupils in Years 3 and 4 is being raised effectively by the Additional Literacy Strategy and in other year groups by the "Toe-by-Toe" project, that also involves a number of parents in supporting pupils' reading development.

Writing

72. Standards in writing at the end of Key Stage 1 are broadly in line with national expectations. In Year 2, pupils write stories with a clear sequence; they write collaboratively and they write their own version of stories from other cultures. They undertake shared writing that they then edit and word-process together. The handwriting skills of the majority of pupils are well developed. They write with attention to letter size, spacing and letter formation. The higher attaining pupils have a clear structure to their stories, with appropriate punctuation and variety in the language they use. For lower attaining pupils, where there is little punctuation in their writing, they show familiarity with the conventions of story writing, such as using 'One day' at the beginning of their story. This was particularly well highlighted in a Year 1 lesson based on traditional story of "The Monkey King". Higher attaining pupils join up their writing and use speech marks. Most pupils show awareness of sentence structure. Writing skills are used well across the curriculum. For instance, in geography, pupils write a key to a map and in religious education, they write about places of worship for different religions.

73. Attainment at the end of Key Stage 2 in writing is above national expectation, and throughout the key stage the progress and learning of the majority of pupils is good. Pupils in Year 6 write for a range of purposes using different forms. They write poems, reports, book and video reviews, adverts, autobiography, and simple biographies. They write from a particular point of view as well as putting forward a balanced argument. To improve the standard of their own writing, pupils edit their stories, with support and use a story plan for their writing. They study the grammar of their writing, and how to extend their choice of vocabulary. In all lessons, pupils make frequent use of dictionaries and thesauri. Higher attaining pupils use punctuation correctly, incorporating speech marks, commas, question marks and exclamation marks in their writing. They use paragraphs appropriately and their stories are well organised and structured with a clear beginning, middle and end. Their handwriting is fluent and legible.
74. The overall quality of teaching is good. In Key Stage 1, most of the teaching is satisfactory or better. In Key Stage 2, the majority of teaching is good or very good. In all literacy lessons planning is good. Teachers maintain the structure of the literacy hour. The lessons have good pace and a good balance of whole class teaching and group work. In the whole class sessions, teachers use good questioning techniques with open-ended and probing questions. Teachers manage the pupils well and are consistent in their praise of pupils' learning and progress and create a good atmosphere in lessons. Some of the strategies and resources that teachers use in their literacy lessons really enhance the level of learning. These include reading out loud to the class with enthusiasm and expression or having pupils do shared writing to present a passage to the whole class. Teachers make particularly effective use of pupils working in pairs on a task, or using writing frames to provide a structure for their writing. The way that teachers in Years 5 and 6 make good use of portable overhead projectors and flip charts ensures good visibility and easy access to the text for all pupils in literacy lessons.
75. In literacy lessons where group work is most effective, pupils understand what they have to do and how to do it; there is a clear link between the shared text work and word level work that then relates to the group activities. In Years 4, 5 and 6, in all lessons, within the generous allocation of time to English over and above the literacy hour, and the setting for spelling lessons, the teaching is effective. Writing is the area where most pupils achieve least in Key Stage 2. The extra allocation of time to English provides pupils with the opportunity to develop their writing through drafting and editing their work. This adds to the quality of their learning. However, this process is only necessary because of the slight lack of progress at the end of Key Stage 1 and in the first year of Key Stage 2, where teaching, though satisfactory overall is less well focused and challenging.
76. The subject co-ordinator has managed the introduction and implementation of the National Literacy Strategy very well, and staff continue to benefit from the training and support they receive. The co-ordinator has introduced effective reading records for classes. These have learning intentions on some aspect of reading reviewed every few weeks, and are used as a form of ongoing assessment of pupils' learning in reading. At the top of the school, pupils know exactly what their targets are and where they need to improve, and that the teacher's comments in their books relate to their progress in meeting the targets which teacher and pupil review regularly together. Resources are good, with many new sets of books for guided reading, some targeted particularly to attract boys; some big posters illustrating different writing frames for different forms of writing. There are also a good selection of new 'big books', mainly but not exclusively for younger pupils. The library that was created from old changing rooms is a particularly good resource that is well used and so has a very positive impact on the quality of pupils' learning in English and in other subjects. The way that teachers in the last three years of the school take opportunities to use all resources across the curriculum to enhance pupils' learning and progress in Literacy is particularly impressive.

MATHEMATICS

77. Inspection findings show that the vast majority of pupils in Key Stage 1 are working at the expected level for their age and standards are broadly in line with the national average. More able pupils are achieving consistently at the expected level and sometimes beyond in their understanding of number. Secure foundations are laid in the reception class. Pupils make good progress in Year 1. This slows towards the end of the key stage, where some tasks lack clear purpose and are not closely matched to pupils' immediate learning needs. However, progress is satisfactory overall and pupils make steady gains towards the targets that the school has agreed with the local education authority. Pupils with special educational needs and English as an additional language are well supported and make good progress.
78. By the end of Year 2, pupils have a sound grasp of number concepts. They are becoming increasingly familiar with mathematics vocabulary and are able to explain verbally how they work out their number problems. Pupils can count and order numbers to one hundred and count in twos, threes, fives and tens. They apply this knowledge when rounding numbers up or down to the nearest multiple of ten. Their understanding of addition and subtraction is secure and they successfully apply these operations in various contexts, for instance calculating mentally and when working with money. Pupils are developing their understanding of place value and apply this when adding more than two numbers or when adding single digit number to a two-digit number. They apply their understanding of multiplication as repeated addition and their knowledge of the two, five and ten time tables to finding halves and doubles of numbers. Pupils collect data using a tally chart and record information about subjects, such as favourite party food, on block graphs. They are able to name common two- and three-dimensional shapes and are developing an understanding of reflective symmetry.
79. In Key Stage 2, inspection findings show that the vast majority of pupils are working confidently at the expected level for their age and standards are above average. Higher attaining pupils are achieving consistently at the expected level and often beyond. The pace of progress begins to accelerate in Year 4 and is sustained through to the end of the key stage. Overall, the progress made by pupils is good. During the inspection, the quality of pupils' learning and their rate of progress in the majority of lessons were good. Pupils' learning was unsatisfactory in only one lesson and this was directly related to the quality of teaching. Pupils with special educational needs and English as an additional language are well supported and make very good progress. Pupils take part in daily mental practise and their skills in rapid, accurate calculation are developing well. Their progress in understanding how to carry out calculations in various ways is greatly helped by frequent opportunities to explain how they arrived at their answers. Pupils are often given work at different levels of ability within the class. This also helps pupils to make good progress when it set at an appropriately challenging level for all groups, as was seen in Year 6.
80. By the end of Year 6, pupils are able to use a number of strategies for solving number problems both mentally and when using mental and written methods. They work with increasingly larger numbers and are able to mentally add pairs of three digit numbers. Their understanding of the four operations of number is good and they apply this knowledge when working with decimal fractions. Pupils understand what each digit in a decimal fraction represents and round up numbers with two decimal places to the nearest whole number. They know the different units of measure, including the rough equivalents of miles and kilometres, and have progressed to converting from one to the other. Pupils recognise angles and use a protractor to measure and draw acute and obtuse angles to the nearest degree. They recognise where a shape will be after a rotation through ninety degrees about one of its vertices. Pupils collect and record data on a range of simple charts and graphs, for instance information about rainy days collected for the 'gardener's log' is presented in a bar-line graph.

81. The quality of teaching is good overall, particularly in earlier years of Key Stage 1 and the middle and upper stages of Key Stage 2. In three of the lessons seen it was very good. Only one lesson was unsatisfactory. Teachers' expectations of pupils' work and behaviour are high and this has a positive impact on pupils' progress. Teachers promote the subject as fun to learn and this contributes to pupils' positive attitudes towards mathematics. Pupils enjoy the lessons and the majority work hard. The quality of learning is good overall. Good use of praise, to reward successes, effort and attentiveness, is used effectively to build pupils' confidence and encourages them to rise to the challenges presented. For example, when Year 1 pupils were using number tracks to say the number that is one more than that given by the teacher in the range one to twenty, and Year 4 were racing against the clock to improve the speedy recall of the seven times table. Teachers have secure subject knowledge and have quickly developed a good understanding of the national numeracy strategy. They use this effectively to produce efficient learning. Teachers expect pupils to concentrate in lessons and this has a positive effect on the quality and quantity of work produced. The majority of pupils use the time well to improve their learning.
82. The quality of teachers' planning is good. The weekly and daily structure promotes learning that builds on what has gone before. Lessons have a clear focus and teachers make clear to pupils what they expect them to learn by the end of the lesson. Their understanding of the purpose of the work they are doing enhances pupil's progress. There is a wide spread of ability within classes and teachers plan activities to meet the needs of the different groups. Where this is done well, work is set at an appropriately challenging level to extend the learning of pupils' of all abilities. Good examples are seen in Year 5 work on digital and analogue time and in Year 6 work on exploring distance charts. However, the work set for some groups in Years 2 and 3 is not always sufficiently challenging. Where teaching is particularly good, teachers set clear targets for achievement in the time available. When this happens, the productivity and pace of working is increased and secure learning takes place.
83. Teachers use an effective range of methods and resources to develop pupils' understanding. Good use of questioning, particularly when matched to the knowledge of individual pupils, helps to clarify their understanding of concepts and methods of working. There is strong emphasis on understanding and using mathematical vocabulary, which supports the development of pupils' literacy skills and is helping them to interpret mathematics problems more accurately. Good monitoring of pupils' work enables teachers to intervene and give appropriate support or to provide additional tasks which further extend pupils' learning. For example, some Year 1 pupils who were finding the sequence of threes within thirty-nine, continued to count on and extend the sequence to sixty and or more. Teachers make good use of well timed interventions to make effective teaching points to the whole class. Assessment of pupils' progress within the main part of the lesson feeds into the plenary sessions. These are used effectively to correct any misunderstandings, consolidate pupils' knowledge and skills and to assess progress made towards the learning objectives. Learning support staff are well prepared and provide effective support and guidance for pupils throughout the lesson enabling lower attaining pupils to access the tasks and make generally make good progress.
84. Teachers' management of pupils is good. They respond to pupils' ideas positively and speak to them pleasantly. Relationships with each other and adults throughout the school are very good. Pupils work together well and are supportive of each other. For example, in Year 6 pupils applaud a pupils' explanation of his method used to convert kilometres to miles. The awarding of badges and stickers for good work and effort helps to motivate pupils.
85. Where teaching is less effective, for example in one lesson at the beginning of Key Stage 2, the daily mental mathematics session did not really take place and time was lost on inappropriate activities, such as drawing out grids and charts in mental mathematics time.

Other features of unsatisfactory teaching included low expectations of pupils' work and behaviour, and insufficiently clear explanations about work pupils were to do. As a result pupils were unable to complete tasks independently; they were inattentive and noisy, and made unsatisfactory progress.

86. Assessment in mathematics is satisfactory overall. Appropriate procedures are in place but as yet, the use of assessment data is unsatisfactory. Baseline assessment is used to establish the level of attainment of the youngest pupils. Pupils' achievement is assessed termly, but this is not recorded as an on-going record of achievement. Pupils' work is marked conscientiously but does not give sufficient guidance to show pupils how they might improve their work. Day-to-day assessment during lessons is satisfactory and allows teachers to intervene appropriately to reinforce or extend pupils' learning. Day-to-day assessments are sometimes recorded but not often used effectively to adjust follow-up work for pupils of different levels of attainment. This limits pupils' progress. Good use is made of practical resources, for instance number tracks and fans, to support pupils' learning. There are satisfactory opportunities for pupils to use mathematics in other subjects of the curriculum, particularly information technology, geography and art. Although information technology is frequently used to support work in there is still room for more emphasis on data handling.
87. Effective management of the subject, planning and teamwork of the staff have achieved a sound start to the implementation of the National Numeracy Strategy. Teachers have benefited from in-service training and the quality of teaching has improved since the last inspection. A range of strategies is in place for raising standards. For instance, all teachers have been observed teaching, the co-ordinator monitors teachers' plans, and booster classes are established to consolidate pupils' understanding. Since the last inspection, planning for pupils' learning has improved and consistently identifies clear learning objectives. However, as before, the lack of assessment to inform this planning means that work set does not always match the ability or prior attainment of some pupils.

SCIENCE

88. Inspection evidence presents an improving picture of standards in science. An appropriate number of pupils in the present Year 2 is on course to attain the above average level and in the current Year 6, there are very few pupils who are not already attaining the nationally expected level. This will raise the pupils' average points score and improve the comparison with similar schools. Nevertheless, there is a degree of underachievement in science and this is compounded by the absence of arrangements for systematically assessing pupils' attainment and using the information gained for planning the next step in learning.
89. Pupils in Year 1 understand how to make simple electrical circuits that will drive a motor. They also know that some objects float whilst others sink. By the end of Year 2, pupils are beginning to gain some of the skills of scientific enquiry. Most pupils compare objects and living things and use simple terms and pictures to describe and record their observations. By making repeated observations of food that has been stored in different places, they learn to notice changes over time. Higher attaining pupils make simple predictions and begin to explain what they have found out. Some pupils talk about the need for fair testing, but few can explain how this can be achieved. They know about the properties of different materials and understand that some materials change under the influence of heat or cold and that some substances dissolve. They know that some materials are effective as thermal insulators, but do not fully understand why. Higher attaining pupils use their understanding of materials to make simple classifications and to suggest purposes to which they are suited.
90. By the end of Key Stage 2, pupils have a secure knowledge of living things and how they grow and reproduce. This is extended to an understanding of how creatures thrive in

different habitats and of food chains in the natural world. They accurately describe the differences between solids, liquids and gasses, understand evaporation and condensation and they know more about the properties of different materials. They apply their investigative skills effectively, making repeated and accurate measurements of temperature and time, when finding out how heat affects the process of dissolving. Pupils understand the effects of exercise on the human body and how to foster good health. They use scientific terms well. For example they use words such as 'igneous', 'metamorphic' and 'sedimentary' with full understanding in their work on rocks and accurately explain the meaning of 'predator' and 'producer' in connection with food chains. They apply their numeracy skills effectively to plot points and they use the resulting graphs to identify trends, for example in the effect of heat on dissolving substances. Pupils in both key stages engage purposefully in investigative work, but teachers do not provide enough opportunities for pupils to use initiative in planning and carrying out their own simple tests and experiments, particularly in Key Stage 2.

91. The overall quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2, although there were examples of very effective teaching in both key stages. Teaching has improved since the last inspection. However, there is scope for further improvement in order raise standards. Teachers use effective questioning strategies to develop pupils' thinking, and the positive way in which they relate to pupils results in good behaviour. Most teachers have sufficient subject knowledge to teach science well. For example in Key Stage 2, teachers are careful to use correct scientific terms and ensure that pupils understand what they mean. However, some teachers in both key stages lack confidence in science and aspects of knowledge and understanding are weak. They do not give pupils a sufficiently clear understanding of scientific processes, such as insulation, and this lack of clarity limits pupils' attainment. Sometimes, teachers do not explain clearly and pupils are unsure what to do. Teachers generally use time and resources well to foster learning, but sometimes they are ineffective. For example, when the teacher brings in a huge selection of gloves to illustrate a lesson, pupils' interest is aroused and they are keen to learn. However, when the discussion goes on too long, some pupils become restless and the quality of their learning is diminished. There are satisfactory opportunities for pupils to use information technology as part of their learning in science, for example when they use information handling software to produce graphs and charts of the results of their investigations. Teachers use the plenary session at the end of lessons effectively to consolidate learning; there are appropriate opportunities for pupils to talk about and explain their findings, and so develop their own and others' understanding. This, along with an impressive standard of independent recording of investigations, means that science makes a worthwhile contribution to pupils' developing literacy skills.
92. Pupils have good attitudes to science and they are particularly well motivated by opportunities to explore, hypothesise and discuss their work and findings. They relate well to one another in their group activities, and generally behave well. This, along with positive aspects of planning and teaching results in sound learning for pupils in Key Stage 1, where pupils of all levels of attainment, including those with special educational needs, make satisfactory progress. In Key Stage 2, pupils' quality of learning is good. This results from consistently good teaching, pupils' positive response and increased opportunities for experimental and investigative work and reflects in improving standards of attainment.
93. Teachers currently use an outdated scheme of work to support planning and this does not ensure that pupils' learning progresses sequentially or provide clear criteria for the assessment of pupils' levels of skill development. The co-ordinator has plans to revise the scheme of work when science will be a priority area in the School Development Plan. As a result, the assessment of pupils' learning in the medium and short term is unsatisfactory. Current arrangements do not provide for the regular and systematic assessment and recording of pupils' attainment. This means that some tasks are not firmly based on what pupils know, understand and can do, as for example in scientific investigations, and this

limits attainment. Weaknesses in support documentation and assessment procedures also account for the fact that no level 3s were awarded in the last National Curriculum assessments; teachers are insufficiently experienced in assessment techniques to accurately identify attainment at the higher level.

ART

94. Standards in art are broadly average and in line with expectations for pupils' age by the end of Key Stages 1 and 2. These findings reflect those of the last inspection. However, additional evidence indicates that the school has moved forwards since the time of the previous inspection. Additional training for staff and special events such as 'Art Week' have raised the profile of art in the curriculum and given staff and pupils the opportunity to benefit from the expertise of working artists. This event enhanced pupils' learning and the work they produced, such as the weaving in Key Stage 1 and the screen printing in Key Stage 2, was of high quality.
95. In Key Stage 1, pupils produce a satisfactory range of two-dimensional work that incorporates the use of various media, including paint, pastels, chalk and pencil. The youngest pupils work effectively with paints, mixing to achieve particular colours and experimenting by adding drops of water to dilute the paint and blowing it to make 'bubble' pictures. Pupils in Year 1 learn the importance of careful observation when they make detailed drawings of musical instruments from around the world and higher attaining pupils begin to experiment with techniques for representing light, shade and texture. Pupils in Year 2 develop a sound awareness of pattern, as when they represent the cross sections of trees, highlighting the patterns in these natural forms in large-scale drawings. They extend this when they design, make and decorate plates using clay-modelling techniques appropriately. Pupils are introduced to a range of famous artists. This is particularly apparent in the current work of pupils in Key Stage 2, where the works of Klee, Holbein and Monet have served as effective starting points for pupils' own work. For example, pupils in Year 3, extend their awareness of pattern by studying the work of Picasso, non-western influences such as rangoli patterns from India and objects of natural beauty such as shells. In this way, pupils' learning in art makes a satisfactory contribution to their broader spiritual, social and cultural development. Pupils in Key Stage 2 extend their repertoire of skills appropriately. For example, in Years 4 and 5 they use collage techniques to good effect in creating images of the Tudor Rose and in making mosaic pictures and pupils in Year 6 produce papier-mâché—masks, carefully painted in the style of the ancient Egyptians.
96. The overall quality of teaching is satisfactory. In both key stages, teachers encourage pupils' efforts and value their achievements. This is clearly demonstrated by the carefully mounted artwork, which is well displayed around the school. Teachers manage their classrooms well: lessons are well organised and resources are appropriately prepared in advance. Teachers successfully stimulate pupils' interest by the careful linking of art to other areas of the curriculum; as when pupils in Year 4 make portraits in the style of Hans Holbein as part of their history topic on the Tudors. The quality of teaching is good in some lessons at the end of Key Stage 2, where the teacher has good subject knowledge, enthusiasm and high expectations of pupils' involvement and performance. In these lessons, pupils work purposefully and produce work of a high standard in the style of Claude Monet. Teachers respond directly and positively to pupils' work in the course of lessons. They encourage and appropriately support pupils with special educational needs and enable them to make satisfactory progress in both key stages. There is no significant difference in the progress of pupils of different gender or background.
97. Pupils have good attitudes to art. This gives rise to a generally calm working atmosphere, in which pupils work together co-operatively, use resources sensibly and readily share equipment. Pupils enjoy art and are keen to use the art-based computer programs that have been recently introduced in all phases of the school. They are proud of their work and

talk about it readily, using appropriate subject vocabulary, such as 'impressionism' and 'texture'. Pupils in both key stages show an impressive level of concentration; work rate is high and most pupils persevere in the face of difficulties.

98. The overall quality of pupils' learning is satisfactory. However, although teachers have sufficient subject knowledge and understanding to teach art satisfactorily, guidance on the progression of skill in subject documentation is still in draft form and has not been fully implemented. As a result, planning does not always ensure that pupils' knowledge and understanding build progressively as they move through the school. There are no formalised procedures in place for assessing and recording pupils' progress or for using the results of assessment to guide the future planning of work at appropriately challenging levels for pupils throughout the school.

DESIGN AND TECHNOLOGY

99. Only one design and technology lesson took place during the inspection. Observations of completed work, talking with pupils and the subject co-ordinator, as well as consideration of the planning for each year group indicate that pupils are making satisfactory progress overall and achieving appropriate standards in their work. In Key Stage 1, the development of pupils' design skills is an area of relative weakness, although clear progress is made across Key Stage 2. Pupils in Years 5 and 6 carefully research their designs. Year 5 design work on Roman chariots is of a good standard. Year 6 pupils design and make bridges that incorporate different scientific and engineering principles. The finished products, as well as the designs shown from different elevations, are well made. Materials, including quantities and dimensions are listed and pupils give careful thought to the process of making. Pupils in Years 5 and 6 have a good understanding of health and safety issues in relation to the subject. Progress in making skills is inconsistent in both key stages due to the lack of a scheme of work to guide teachers' planning and ensure that pupils gain skills progressively.
100. Pupils in both key stages develop making skills at an appropriate rate. Pupils in Key Stage 1 learn how to cut, shape and join materials together using appropriate adhesives and fixings. Teachers' planning indicates that pupils have the opportunity to experience working with an appropriate range of materials, including malleable materials such as clay. In Year 2, pupils used card and different shaped boxes to make very useful desk tidies. Their painting provides a good finish to these. By Year 6, pupils measure accurately and carefully cut and join a choice of appropriate materials. They evaluate their work and implement modifications and improvements. Pupils have incorporated simple electrical circuits and mechanisms to facilitate movement into their designs. For example, the Year 3 pupils make torches that light and Year 5 pupils use axles to move the Roman chariots. However, this aspect of technology is not fully developed. Other planned activities include food technology.
101. There is insufficient evidence against which to make sound judgements about the overall quality of the teaching and learning of design and technology. In the lesson seen teaching was satisfactory. Year 5 pupils were evaluating products in terms of form, shape, texture, the impact made by the packaging, and using this information to identify the potential user. Pupils gave well-considered reasons for their choice of target consumer.
102. The subject co-ordinator has only recently taken on the role but he has a sound understanding of what needs to be done to develop the subject further. A draft scheme of work that addresses the issue of progression has been drawn up. This identifies a good balance of key skills and experiences and is a helpful document to support teachers planning. Implementation of the programme is at a very early stage but this document represents a marked improvement since the last inspection. Resources have also been updated since the last inspection.

GEOGRAPHY

103. Inspection evidence indicates that the school has maintained the satisfactory standards reported in the previous inspection. The progress made by pupils in both key stages is satisfactory overall. Their overall quality of learning is sound. Pupils with special educational needs and those with English as an additional language, make good progress where tasks are well matched to their needs. The higher attaining pupils in both key stages bring a good level of general knowledge to lessons and make appropriate progress.
104. Pupils in Key Stage 1 are beginning to develop a sound understanding of their local area. They know where they live and learn about their area. Many confidently answer questions about different types of shops to be found there and indicate attractive and unattractive features. The younger pupils mark out the geographical features such as mountains, lakes, seas, volcano and trees in their 'Land of dinosaurs' map. Key Stage 1 pupils confidently identify different means of transport and communication. They benefit from their visit to the transport museum in Year 1 and the local post office in Year 2. Pupils identify some of the main features noted on their way from home to school, but lack the appropriate directional vocabulary to describe the route. They develop adequate understanding of different seasons and types of weather. The scrutiny of pupils' completed work reveals that most seven-year-olds have had experience of making plans of the school playground and know what maps are used for.
105. In Key Stage 2, most pupils read and plot co-ordinates on a map accurately. They have adequate knowledge of directions on a compass. Pupils have some knowledge and understanding of the use of keys and symbols when using atlases and maps. Year 4 pupils undertake a useful field study and attend to orienteering on their school journey to an outdoor centre. In one lesson, pupils in Year 5 demonstrate growing knowledge of Chambakolli, a village in India and compare the different jobs people do in cities and in villages. Pupils confidently search through different sources such as books, maps and photos to extract information with confidence to inform their learning. Most pupils have sound skills in the use of CD-ROM for research work. This was evident in a Year 6 lesson where pupils find out about the River Thames and its location. Pupils know how a river is formed and in which direction it flows. They are familiar with the language such as source or estuary. They know that large rivers have tributaries, flood plain channels, delta and mouth. They understand processes such as erosion, deposition and irrigation.
106. Overall, pupils' attitudes to learning are good. They are eager, work with enthusiasm and collaborate. They apply themselves well to the practical tasks. However, the examination of pupils' work indicates progress that is inconsistent from year to year. This is mainly due to the lack of a detailed scheme of work to provide planned progression across both key stages. This has a negative impact on the quality of pupils' learning.
107. The quality of teaching is satisfactory overall. Teachers have satisfactory geographical knowledge and understanding. They plan well and their lessons are based on clear objectives. Teachers use appropriate methods and effective questioning. Praise and encouragement are used to a good effect in lessons. The teaching of geography makes sound contributions to literacy skills. Effective questioning and encouragement to use appropriate terminology, improves pupils' speaking and listening skills and extends their vocabulary. There are good opportunities to apply and extend mathematical skills in geography, for example when pupils make a graph showing rainfall in India. These positive aspects of teaching result in satisfactory learning and progress in geography and add to the quality of pupils learning in literacy and numeracy.
108. The co-ordinator has clear direction for the subject. There is a long-term overview of topics and the school is currently planning to trial the national guidelines in the subject. There is, however, no formalised assessment in the subject and no record of pupils' attainments and

this results in planning that is not closely matched to what pupils know, understand and can do. The monitoring role of the subject co-ordinator is not fully developed. Although some monitoring of teachers' planning has been carried out at the end of each term, it has not been used to impact on pupils' progress in the subject. The available resources in geography are sufficient in terms of range and quality of up to date maps of different scales. The school has an appropriate range of reference books and materials, including suitable atlases, globes and large maps. There is evidence of the effective use of information technology to promote pupils' geographical skills. Resources are well maintained and centrally organised. The local area is studied in detail and pupils are able to benefit from visits to local places.

HISTORY

109. Only a limited number of lessons were timetable during inspection. Additional evidence for progress is derived from examination of pupils' work in books and on wall displays, interviews with staff and pupils and teachers' planning in the subject. This evidence indicates that pupils' quality of learning is generally sound. Their progress in history is satisfactory in both key stages. Pupils with special educational needs and those for whom English is an additional language make satisfactory progress.
110. In Key Stage 1, most pupils show a developing understanding of the past and a sense of chronology by their ability to sequence events and objects. For example, on a visit to the transport museum, pupils have an opportunity to travel back in time to 1830 and understand how the transport has changed over a period of time. They make comparisons between their lives and those of others who lived a long time ago. Pupils are developing confidence in the correct use of words and phrases that relate to the passing of time. As part of their topic on communication and lives of famous people, pupils learn about Alexander Graham Bell and the invention of a telephone. Through visual sources and examination of old and new telephones, younger pupils discover aspects of the past and compare them with present times. In one lesson, Year 2 pupils interview an older person visiting the class and confidently develop their skills of enquiry into the past. Pupils demonstrate satisfactory knowledge of the past and understand that events in history really happened and that some happened a long time ago.
111. In Key Stage 2, most Year 6 pupils recall relevant information and have a sound factual knowledge of the past. Year 4 pupils know about characteristics of the past periods and recognise changes, through the study of life in Tudor Britain. In one lesson observed, they deduce information about Elizabeth 1 and begin to appreciate the difference between a fact and an opinion. Pupils have appropriate opportunities to develop historical skills related to the use of evidence in history. Year 6 pupils learn about the Ancient Egyptians. They know something of their customs and way of life. There are some opportunities for pupils to use information technology to support research and investigation in history. However, pupils are not sufficiently skilled in using and interpreting other historical sources and evidence, for example artefacts.
112. Pupils are interested and inquisitive about the past. Their attitudes to history are positive. They show keen interest in finding out about how people lived in the past and how things have changed over time. They behave well in most lessons and listen attentively.
113. The quality of teaching is satisfactory overall. Teachers make good use of their own knowledge and understanding of the subject to support lessons. Teachers use of out of school visits to local places of historical interest effectively to motivate pupils and improve the quality of their learning. The teaching of history make satisfactory contribution to the development and use of literacy skills. Effective discussion about the past ensures that pupils make sound progress in speaking and listening. The teaching also contributes adequately to the development of writing and spellings. Pupils confidently use their

knowledge of numbers when working on time-lines. The quality of pupils' response, along with aspects of teaching, results in satisfactory learning and progress in history and adds to pupils' progress in English and mathematics.

114. The co-ordinator is enthusiastic and has a clear view of the way ahead. There is currently a long-term overview of topics and the school has plans to adopt the national guidelines in the subject. Resources are generally adequate in range and quality but there is a lack of artefacts relating to different periods in the history. There are no formal procedures for assessment of pupils' progress in history and no record of pupils' attainments and this results in planning that is not closely matched to pupils' prior experience and attainments.

INFORMATION TECHNOLOGY

115. Standards at the end of both key stages meet national expectations. Pupils are making good progress overall and standards are improving. This is due to the greater emphasis placed in the development of pupils' skills and the introduction of a draft scheme of work, which identifies key learning objectives for each year group. Although progress through the school is still a little inconsistent, the position overall is one of improvement since the last inspection. In both key stages, pupils are acquiring an appropriate technical vocabulary and an increasingly wide range of applications.
116. By the end of Key Stage 1, pupils are developing sound keyboard skills. When word processing, they use backspace to correct text and the shift key to create capital letters. Many are able to print their work unaided. They are developing secure control over the mouse and successfully produce pictures and a variety of charts. For example, Year 1 conducted an opinion poll regarding pupils' favourite crisps and presented the information on a block graph. In Key Stage 2, pupils extend their knowledge of different forms of technology and how computers are used in everyday life. Year 3 make use of programs which enhance their skills in mathematics and continue to improve their word processing skills. Year 4 pupils are competent in the using the CD-ROM for finding relevant information about the Tudors for their history project and can insert a picture into some word processing. They are also beginning to understand and use control technology to program a screen turtle. In Year 5, pupils have experience of using a range of software to enhance their work in literacy and numeracy, including, the use of a spreadsheet. By Year 6, pupils have sufficient knowledge and skills for them to plan the making of a multi-media book for the reception children. They have a good understanding of the needs of their target consumer.
117. Pupils are very enthusiastic about their work in information technology. They enjoy their work and are prepared to persevere to achieve the desired outcome. Their interest and enthusiasm is communicated to teachers who are working hard to develop their own computer skills in order to provide pupils with good quality teaching and learning. Pupils work well in pairs and groups and willing to help each other and wait patiently for their own turn.
118. Teaching is good overall. Staff have benefited from in-service training and the support of the two subject co-ordinators. They are more confident and this has a positive impact on pupils' progress and the quality of their learning. Teachers plan whole class lessons in order to develop pupils' skills, as well as opportunities to use these across the curriculum. Lesson planning is good and lessons have a clear focus. This is an improvement since the last inspection. Expectations of pupils' behaviour and work are high and as a result they are attentive and fully involved in lessons although it is not always easy for the whole class to see the computer. Teachers give clear explanations and make good use of demonstration enabling pupils to work independently at the tasks. Teachers use the appropriate terms such as 'icon' which contributes to pupils' literacy skills. An information technology book for each pupil gives a clear picture of what skills and knowledge is being developed. It is also

maintained as a diary showing what work pupils carry out on the computer. However, there are no formal assessment procedures. Teachers keep a careful check to ensure equality of access.

119. Two enthusiastic and knowledgeable teachers have recently taken on the management of information technology. These co-ordinators have responded well to the challenge of developing the subject and have drawn up an informative and helpful policy and scheme of work to support teaching. Although still in draft form, teachers are making use of the guidance. The co-ordinators provide good support for teachers, including arranging and organising a staff training day which enabled teachers to develop their own skills. Teachers have responded positively to this training and are already putting the lessons learned to good use in the classroom. The setting up of a computer suite in the Learning Resource Centre is a major project for the school. Co-ordinators and governors are working well together to ensure that this is properly resourced. The school has made good progress in addressing the issues raised in the previous inspection report and developments in the subject are moving on swiftly.

MUSIC

120. The majority of pupils achieve standards that are above the nationally expected levels by the time they leave the school. Throughout the school, pupils know a good range of songs and perform these with actions. The majority sing with confidence and enjoyment and many of them have strong voices. The singing of the whole school in two different assemblies for the two key stages was of a high standard and particularly impressive. The actions of the two teachers in choosing different “choirs” or, in the case of Key Stage 2, soloists was very effective in increasing pupils’ confidence and convincing them all of what they were capable.
121. Most pupils in Year 2 have a well-developed ability to keep a steady beat when using their bodies to perform certain actions or when using instruments. Pupils play simple repeating patterns using a range of percussion instruments and can use these successfully to accompany songs. Towards the end of Key Stage 1, pupils work in groups to devise simple compositions.
122. By the end of Year 6, pupils work together very well, refining and rehearsing their ideas, and perform their pieces to the rest of the class with great confidence. Even those who do not already read music, and there are only a few learning instruments, are challenged to use a form of musical notation to record their compositions, and this ensures that all pupils make good progress. Pupils’ ability to criticise and appreciate different forms of music progresses well through the school.
123. Pupils’ attitudes to music are generally good. They behave very well when taking part in practical activities and handle instruments sensitively and carefully. They are confident when improvising. They work together very well in groups, regardless of which group in the class they join. This was particularly true in the lesson observed in the Year 2 class, when pupils were focused on understanding long and short sounds through listening and singing different types of songs. The non-musicians in the different classes are not envious of the others, often applauding spontaneously when they have really enjoyed a performance in assembly.
124. The teaching observed was good overall, with lessons taken by the co-ordinator being outstanding. Her ability to create a very good lesson when using only one instrument and concentrating on the pupils’ use of their voices for forty minutes was especially impressive. Also, her technique of moving amongst the pupils playing an accompaniment on a guitar and encouraging their singing on a one-to-one basis, was inspirational and very effective. All lessons moved along at a good pace to take full advantage of the time available and to

ensure there is a good momentum to pupils' learning. The teachers' use of different forms of music from around the world is effective, and makes a good contribution to pupils' cultural development. Teachers manage pupils very effectively and monitor them carefully when they are all working on practical tasks. This level of teaching together with pupils' positive response results in good progress and a good quality of learning for pupils of all levels of attainment.

125. The subject co-ordinator has enthusiasm for the subject and outstanding expertise that she shares with their colleagues. Her concentration on singing and always taking part is bringing great rewards throughout the school. Teachers have a secure understanding of why music makes such an important contribution to the whole curriculum. Thanks to the co-ordinator, the pupils enjoy a well-balanced curriculum that includes both composing and listening to a variety of music. The range of musical resources is good. There is a good selection of tuned and untuned percussion instruments and drums, with a good emphasis on instruments from other countries and as a result, music makes a good contribution to pupils' cultural development.

PHYSICAL EDUCATION

126. Pupils at the end of Key Stage 1 are attaining appropriate standards in the aspects of the physical education curriculum that were seen during the inspection. By the end of Key Stage 2, pupils achieve a good standard of work in relation to their age. Inspection evidence and teachers' planning for physical education indicate that all elements of the National Curriculum programmes of study receive appropriate attention. Pupils of all levels of attainment make satisfactory progress in physical education and for many in Key Stage 2, progress is good.
127. Pupils in Key Stage 1 respond to their teachers' instructions quickly. They work safely individually, in pairs and in small groups. Pupils travel in a variety of ways, using hands and feet and incorporating turning, rolling, jumping and balancing movements. This establishes an appropriate foundation for the development of gymnastic and expressive movement in Key Stage 2. Older pupils are confident and show greater precision in their work. For example, their hand and eye co-ordination is developing appropriately so that they throw and catch balls with increasing accuracy. By the end of Key Stage 1, most pupils use gymnastic apparatus safely and purposefully. They are developing the skills required to play simple games, for example chasing, dodging, sending and receiving a ball. They use space well and show appropriate control of movement and balance. Pupils seldom bump, trip or fall.
128. Pupils in Key Stage 2 have the opportunity to take part in a programme of outdoor and adventurous activities. They do this as part of a residential visit and through activities that take place on or around the school site. They also take part in swimming and many exceed the nationally expected standard. Pupils in Year 3 gain more specific gymnastics skills as they devise and improve sequences using large apparatus more adventurously. By the end of the key stage, their dance and expressive movement sequences are of high quality and are increasingly complex and original. Pupils at the end of Key Stage 2 sustain more vigorous activities and are aware of the effects of exercise on their bodies. There is a good range of extra-curricular and competitive sporting activities. These enable a significant number of pupils to extend their sporting interests and to attain higher personal standards in their chosen activities.
129. The majority of pupils have good attitudes to their work in physical education. They are attentive to their teachers and follow instructions promptly and accurately. They are responsive to coaching and encouragement and rise to the challenge to improve. This was seen to very good effect when pupils in Year 6 showed impressive concentration, confidence and control when perfecting their 'silent movie' dance sequences. They

persevere in the face of difficulty, for example disregarding unpleasantly cold conditions to work enthusiastically throughout out-door games lessons. Most pupils work sensibly in pairs or groups, giving each other constructive help to succeed. Pupils enjoy their work in physical education and this reflects in the numbers participating in extra-curricular activities. The quality of pupils' learning is good. This results from pupils' positive response and from the range and variety of experiences that the school provides.

130. The teaching of physical education is generally good. Pupils with special educational needs receive appropriate support. This enables them to join in most activities and to make good progress. Teachers' planning is satisfactory. It identifies appropriate objectives, and when these are shared with pupils, as for example in an effective gymnastics lesson in lower Key Stage 2, they give a clear focus to teaching and learning that improves pupils' progress. However, the current scheme of work does not establish a clear progression of skills to guide teachers' planning in the medium and short term and this detracts from the coherence of the teaching programme overall. Most teachers have secure subject knowledge. They give clear explanations and they monitor pupils' response carefully. This ensures that all pupils are able to work confidently and to make appropriate progress. Teachers' awareness of individual pupils is good and results in good individual coaching that helps pupils improve aspects of their technique. This is particularly effective where teachers or instructors have high levels of subject specific expertise. The opportunity to work with experienced teachers and coaches in lessons and in extra-curricular activities adds to the quality of pupils' learning. Teachers manage their pupils effectively. Most teachers successfully establish positive patterns of behaviour and response and they use an appropriate balance of praise and challenge. This allows the lesson to 'flow' and effectively maintains the pace of pupils' learning. When isolated incidents of inappropriate behaviour occur, teachers use the school's discipline policy consistently and to good effect.
131. Unsatisfactory teaching in one physical education results from a lack of confidence on the part of the teacher. There is a tendency to over-control the class. This slows the pace of learning and pupils are inactive. The teacher's explanations are unclear and pupils do not know what they are expected to do. As a result, the lesson loses its direction, pupils make little or no progress and the quality of their learning is diminished.

RELIGIOUS EDUCATION

132. Standards by the age of seven and 11 years exceed the expectations set out in the Locally Agreed Syllabus for religious education. Religious education contributes to aspects of pupils' spiritual, moral, social and cultural development very well. In the early stages, teachers make good use of story telling and discussion, and because of this, pupils develop their ideas well. Throughout the school, they make good gains in their knowledge and understanding of Christianity and other major faiths. Pupils' achievements in the older classes in Key Stage 2 are impressive in aspects of their spiritual development.
133. By Year 2, pupils know the similarities between, for example, Islam and Christianity. They draw on the stories they have heard, such as the 'Good Samaritan' to explain the need for people to be kind and tolerant. They know the names of places of worship for the different faiths and some of the rituals and celebrations that take place. The pupils in Key Stage 1 make a successful start to learning about different religions. They are developing a secure understanding of how they can learn from the positive actions of others and the examples set by important religious figures, such as Jesus and the prophet Mohammed. In Year 3, pupils understand the significance of the family and of their preparations for Shabbat for Jews. By Year 6, pupils have a secure knowledge of Christianity and other faiths, such as Islam, Judaism and Sikhism. They draw on this knowledge well to help them make decisions about their own lives and to make sense of what they see about them. They are able to apply the rules, for example, from the Bible and Qur'an to their own lives and understand

how rules are important for people to live in harmony. By Year 6, pupils have a good understanding of how important people in the past helped to shape the way we live today.

134. The teaching of religious education is good; it is particularly effective in developing pupils' spiritual understanding. The pupils make thoughtful responses because the teachers are skilled at questioning and using their ideas. The teachers make good use of the opportunities that arise as a result of pupils in their classes being representatives of different cultures or faiths. This was particularly true in the Year 2 class, where pupils were motivated in their writing to see the two Arabic children writing their names in their own script. This focus fosters good attitudes towards work and positive attitudes to people from other cultures. The teachers plan their lessons well; they use their knowledge of the pupils to pitch their questions so that pupils of differing attainment and those who have English as an additional language are fully involved. The pupils are learning the right things for their age and attainment because the teachers' planning provides the right challenge to move learning on. The teachers who led the assemblies showed good subject knowledge and imparted this well to the pupils. In lessons, teachers set out clearly what they want the pupils to learn and because of this, the pupils settle quickly to their work. Preparing presentations about their own religious beliefs fosters the importance of research and homework and supports pupils' speaking skills effectively. Teachers make good use of resources. There are good displays of all religions throughout the school that help to keep pupils focused on what is important in different faiths. Teachers also use visits and artefacts well to further develop understanding, because of this, pupils talk about their experiences well.
135. The pupils' good and sometimes very good attitudes reflect the effective teaching and result in a good quality of learning. The pupils are eager to learn about other faiths and older pupils particularly enjoy the chances given for discussion and to share their ideas. The pupils show high levels of respect for other beliefs because the teachers make good use of the pupils' own religious backgrounds to foster understanding. This shows in the way pupils talk. For example, a Year 3 pupil explained in great detail why he thought other religions were important after hearing a Muslim classmate describe Ramadan. Younger pupils in Year 2 compare different faiths and in discussion emphasise the similarities, seeing this as a positive feature and stressing that whilst people may follow different faiths they all believe in a God. Any differences they see as interesting and enjoy using their knowledge of religious terms to describe places of worship or religious artefacts.