

INSPECTION REPORT

MANEA COMMUNITY PRIMARY SCHOOL

Manea, March, Cambridgeshire

LEA area: Cambridgeshire

Unique reference number: 110638

Headteacher: Pamela Longridge

Reporting inspector: Mr P Rayers
17851

Dates of inspection: 12th June 2000 - 14th June 2000

Inspection number: 190666

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

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: Station Road
Manea
March
Cambridgegshire

Postcode: PE15 0HA

Telephone number: 01354 680 293

Fax number: 01354 680 293

Appropriate authority: The Governing Body

Name of chair of governors: Mr Michael Eshelby

Date of previous inspection: 2nd December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr P Rayers	Registered inspector	Science, art, physical education, equal opportunities.	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mr B Findley	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
Mr R Cheetham	Team inspector	English, geography, history, religious education, special educational needs.	How good are the curricular and other opportunities offered to pupils?
Mrs P Hatfield	Team inspector	Mathematics, information & communication technology, design & technology, music, under fives.	How well does the school care for its pupils?

The inspection contractor was:

Leicestershire County Council
 Advice & Inspection Service
 County Hall
 Glenfield
 Leicester
 LE3 8RF

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
 Inspection Quality Division
 The Office for Standards in Education
 Alexandra House
 33 Kingsway
 London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Manea Community Primary School is smaller than most primary schools. The number on roll is 130 pupils aged from rising five to eleven. The roll decreased after the last inspection but this trend has been reversed and the school is now oversubscribed. Almost all pupils are white and a few are of minority ethnic backgrounds. There are broadly equal numbers of boys and girls in each year group. All pupils come from within the catchment area of the Fenland village of Manea, set in a predominantly farming area. The school is developing useful links with the local playgroup, which is situated on the school site.

Children come from a wide variety of social backgrounds. An increasing number of families are settling into the community from wider afield, enriching the school with different experiences. Ten percent of the pupils are entitled to free school meals. This is broadly in line with the national average. Thirty one percent of pupils are on the school's special needs register and this is above average. At five percent, the proportion of pupils with a statement of special educational needs is also above average. The nature of special needs includes: moderate learning difficulties, hearing impairment and emotional and behavioural difficulties. Children's attainment on entry to the under fives' class is in line with those normally found. There is little difference in boys' and girls' attainment in the areas of learning for children of this age.

HOW GOOD THE SCHOOL IS

Standards in the subjects of English, mathematics and science are below where they should be. They have improved recently because of new school leadership. This is now very good and the school has a proper sense of purpose and direction. The quality of teaching is at least satisfactory and very good in years 4,5 and 6. There is a strong school ethos with good relationships and a purposeful working atmosphere. The school provides satisfactory value for money

What the school does well

- The headteacher provides very good leadership focused on raising levels of achievement
- The school is very successfully promoting very good behaviour, relationships and personal development and a positive attitude towards school and learning.
- Good quality teaching
- The positive influence on pupils' learning of staff with curriculum responsibilities.
- The provision for and progress of pupils with special educational needs
- The provision for pupils' personal growth, including their moral and social development.

What could be improved

- Pupils' standards of attainment at the end of both key stages in English
- Pupils' standards of education in mathematics and science at the end of Key Stage 2
- Pupils' standards of attainment at both key stages in information and communication technology.
- Using data to inform the tracking of pupils' progress and setting appropriately challenging targets

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1996. Management and staffing difficulties immediately afterwards resulted in poor progress on the key issues. Since 1998, the new head teacher has encouraged good progress and the school now has the capacity to continue improving. These recent improvements are not yet raising pupils' standards of attainment at the end of Key Stage 2 but progress is significantly improving. The head teacher provides very good leadership and staff morale is high. The governing body knows the school well which enables it to make informed decisions and monitor outcomes. Co-ordinators have good subject knowledge and effectively support colleagues in their areas of responsibility. The policy for teaching and learning and effective monitoring has ensured that the quality of teaching has been maintained. Pupils are now more actively involved in their learning. Teachers' planning is guided by schemes of work within a curriculum framework. They use day to day assessments to set short term targets for pupils. There is still a need to analyse data more rigorously to track pupils' progress and set longer term targets

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	E*	C	C	D	well above A average above B average below average C well below D average E
Mathematics	E	E	E	E	
Science	E	E	C	D	

When compared with the national average, the end of key stage test results have improved since 1997 in line with the national trend. Inspection findings are that pupils currently in Year 6 are attaining below the expected standards in English, mathematics and science but most have made satisfactory or better progress over this year. The school has set challenging targets for achievement at the end of Key Stage 2. It failed to reach them in 1999 because of the lower than expected attainment of one pupil. Standards of information and communication technology are below those expected nationally. Standards in art are high and pupils make good progress. They make satisfactory progress in those subjects where there was enough evidence to make a judgement. Other standards are satisfactory. Pupils in the under fives' class make satisfactory progress, except in language and literacy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to the school. They organise themselves well and take responsibility for their own actions.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are always polite and courteous and show respect for the trust that is placed in them to behave appropriately
Personal development and relationships	Pupils' personal development and relationships are good. Pupils work and play well together.
Attendance	Attendance is good

Pupils respond well to the increased opportunities to be involved in their learning such as through discussions and investigations. Pupils show great goodwill when others with emotional and behavioural difficulties require special attention and support from adults. Pupils are trustworthy and polite and work well together. Attendance is above the national average and the rate of unauthorised absence is below average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	80% satisfactory 20% unsatisfactory	57% good 29% satisfactory 14% unsatisfactory	5% excellent 32% very good 32% good 27% satisfactory 5% unsatisfactory

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

Ninety one percent of teaching is satisfactory or better. 9% is unsatisfactory. More than 56% of lessons were good or better, and 21% were very good with 3% judged to be excellent. There is high quality teaching in Year 2 and in Key Stage 2. This contributes to pupils' positive attitudes to their learning and the good progress made over the last twelve months. The skills of literacy and numeracy are generally taught well and the structure of the literacy and numeracy lessons provides a good basis for planning other lessons. The Additional Literacy Support scheme works well. The effectiveness of classroom assistants in supporting pupils' learning varies. Where they are unclear of their role, progress is slow. Good teaching is based on good subject knowledge, classroom management, questioning to extend pupils' knowledge and a good balance of whole class, group and individual. In Years

4,5 and 6, teachers have high expectations of pupils and challenge them through exciting activities taught at a lively pace. The very young pupils are sometimes asked to choose from activities which lack a clear purpose. Teachers work closely with special needs support staff and outside agencies to set clear learning objectives and provide good support for pupils with special educational needs. This ensures they make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school makes good provision and pupils' learning is enriched by their involvement in the 'Health Promoting School Project'.
Provision for pupils with special educational needs	Good; the pupils with special educational needs benefit from well planned support
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is good overall. The provision for their moral and social development is good. Spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The school cares well for its pupils and is aware that the use of data to set longer term targets is unsatisfactory.

The curriculum fulfils statutory requirements and the focus on personal development, increases pupils' self-confidence. The school makes good use of the local community and undertakes both short and residential visits. The school makes good use of specialist sport coaches through the Top Sport programme. There are effective procedures for child protection and for supporting pupils with special educational needs. The school is aware of the need to track pupils' progress and set targets for improvement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; The head teacher, well supported by the rest of the staff, provides strong leadership in raising standards of achievement and improving the quality of education.
How well the governors fulfil their responsibilities	Satisfactory fulfilment of responsibilities; The governing body is increasingly well informed about the school's strengths and weaknesses and is very supportive.
The school's evaluation of its performance	Good; during the last two years, the school has reflected well on its performance since the last inspection. It is very aware of its areas for improvement and is committed and able to improve further.
The strategic use of resources	The school uses most of its resources efficiently and effectively. However, the use of learning assistants is occasionally unsatisfactory. It makes best use of some limited teaching spaces.

Leadership and management is now having a very positive impact on school development with a clear focus on raising standards. Particular strengths include the clear sense of direction, good team work and the collective commitment to improvement. Monitoring and evaluating of teaching and the role of subject co-ordinators are also having a positive effect on the quality of education. In the school development plan, priorities are clearly identified and appropriate action taken for longer term improvement. Staffing resources are good, although there are weaknesses in the work of learning assistants. Accommodation is well used and funding for a new classroom has been agreed. The new hall provides the fuller curriculum opportunities. Resources are generally satisfactory although the library needs further improvement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes school • The good teaching • Approachability • The schools' high expectations • Children become mature and responsible 	<ul style="list-style-type: none"> • Homework • Pupils' behaviour • Information about their children's progress • Extra- curricular activities

Most parents strongly support the school in most aspects. The inspection team agrees with parents on the points that please them most. The inspection finds that provision for homework is satisfactory and information about pupils' progress is good. The standard of pupils' behaviour is very good. The school has undertaken many initiatives to improve further its satisfactory links with parents. There are a number of extra-curricular activities and in common with many primary schools, these are mainly focused on the older pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 end of Key Stage 1 National Curriculum tests in English, pupils' attainment was below the national average in reading and well below in writing. When compared with similar schools, the results were well below average in reading and very low in writing. Since 1996, the results have risen slightly in reading but have declined in writing. During this period, there was little difference in the performance of boys and girls in reading but in writing, girls did significantly less well than boys. The school attributes the low attainment to the disruption in pupils' learning following the last inspection and limited assessment information on which to base targets for improvement. In the 1999 end of Key Stage 2 tests, pupils' attainment matched the national average but was below the average when compared with similar schools. The proportion of pupils attaining the higher level was above the national average. Since 1996, the results have improved. During this period, there was little difference in the performance of boys and girls.
2. Inspection findings are that the attainment of most pupils currently in Year 2 is below that expected nationally in reading and writing. Most pupils make satisfactory progress. However, higher attaining pupils are not progressing as quickly as they should in writing because they do not write enough longer pieces. In Year 6, the attainment of most pupils is below that expected and too few pupils attain the higher level. However, most pupils have made satisfactory or better progress over this year because very good quality teaching implements the literacy hour in an imaginative way. Across the school, standards of literacy are too low although in Year 4/5 they are satisfactory. This is because of consistently high quality teaching in this class.
3. All pupils are gaining discipline in speaking and listening through increased opportunities to practice skills. Pupils' attainment in reading is generally higher than writing in both key stages. The widening choice of writing does not yet include opportunities for extended writing. Handwriting and presentation are improving but are often unsatisfactory. Spelling is a weakness across the school and even common words are spelt incorrectly. Punctuation is also unsatisfactory. In Key Stage 1, pupils' progress is satisfactory in reading and it is good in Key Stage 2. In Key Stage 1, there is a strong emphasis on the use of sounds letters make when trying to read unfamiliar words. In Key Stage 2, some pupils are beginning to use non fiction texts for research. Although pupils' attainment in Literacy is still below those expected in both key stages, there has been some improvement following the successful implementation of the National Literacy Strategy.
4. In the 1999 end of Key Stage 1 tests, pupils' attainment in mathematics was well below the national average and also in comparison with similar schools. The proportion of pupils attaining the higher level was well below the national average. The trend in results over the last three years shows a decline in attainment. In the 1999 end of Key Stage 2 tests, pupils' attainment was well below the national average and the average of similar schools. The proportion of pupils attaining the higher level was also well below national averages. There is a trend of low attainment over the last three years but the 1999 results improved on previous years and matched the national rate of improvement. Attainment in numeracy has improved across both key stages following the successful implementation of the National Numeracy Strategy in 1999. It is now satisfactory in Key Stage 1.

5. Inspection findings are that most pupils currently in Year 2 are working within the standards expected nationally and early indications from recent national testing confirm this view. Standards in Year 6 are below those expected nationally. However the Year 6 pupils have made good progress compared to their attainment at the beginning of the year. This overall improvement is due to several factors including the successful implementation of the National Numeracy Strategy and teachers' growing confidence in teaching the subject.
6. By the end of Key Stage 1 pupils are confident in understanding number bonds, recalling addition and subtraction facts up to twenty. Although a few higher attaining pupils are using a number of strategies to solve problems, the majority tend to lose confidence if their first attempt fails. Some pupils confidently explain their calculations to the whole class. By the end of Key Stage 2, most pupils add and subtract decimals and fractions. They can solve simple problems involving time, weight and measurement. Many use simple bar charts to represent the data they have collected but are less secure when interpreting information from them. A few pupils are using information and communication technology to support graphical representation. Some higher attaining pupils are beginning to understand angles and direction.
7. In 1999, pupils' standards of attainment in science in the end of Key Stage 1 assessments were well below the national average and very low when compared to those of similar schools. In the end of Key Stage 2 tests in 1999, pupils' attainment was in line with the national average but was below average in comparison with similar schools. The proportion of Key Stage 1 pupils attaining the higher level was well below the national average and those of similar schools. In Key Stage 2 proportions were in line. Trends over the last three years show that standards of attainment at the end of Key Stage 2 have improved considerably.
8. Inspection findings are that most pupils in the current Year 2 are working in line with that expected nationally. Standards in Year 6 are in line with what is expected nationally for most pupils, although the proportion of pupils achieving higher levels is low. Some of the underachievement of older pupils is due to the many changes in teaching staff and the lack of a scheme of work to ensure systematic coverage of the science curriculum.
9. By the end of Key Stage 1 pupils can observe, discuss and record their findings using pictures and simple sentences. They classify living things and undertake simple experiments such as to change sounds. By the end of Key Stage 2 many pupils are able to explain the relationships between animals and their habitats and plants and their environments. Although they record their findings using their own words, these are often at a basic level and lack a depth of knowledge. Diagrams are generally labeled but are often untidy and difficult to read. Many pupils can identify a fair test when setting up investigations. However pupils are not confident in carrying out investigations from questions they have initiated.
10. Where provision for pupils with special educational needs is good, they make good progress. However, older pupils in Key Stage 2, make limited progress due to the gaps in their skills, knowledge and understanding.
11. In information and communication technology, pupils' attainment is below nationally expected levels in both key stages. Attainment in word processing is broadly in line with national expectations but attainment in other aspects is below national expectations.

12. By the end of Key Stage 1, although some pupils can communicate information by loading, saving and printing small amounts of text, many are still unsure and lack basic keyboard skills. They are beginning to use programmes linked to other areas of the curriculum such as electrical circuits in science. In Key Stage 2, some pupils are beginning to develop their skills in communicating information, learning to open fresh documents, change fonts and sizes, using a spell check and adding pictures to texts. A few pupils create bar charts, using data they have collected themselves. The majority of pupils have limited skills and understanding in aspects of controlling, modelling and monitoring. At present they are not able to use the internet.
13. At the end of Key Stage 2, most pupils' standards of attainment in religious education are within the levels expected in the Locally Agreed Syllabus and they make sound progress in their knowledge of the subject. Pupils progress more slowly in understanding because the school has only recently begun to hold more discussions with pupils to develop ideas more fully
14. At the end of Key Stage 2, pupils' attainment in art is good and they make good progress. In history, geography, music, design and technology and physical education, pupils' standards of attainment match those expected of pupils of similar age and they make satisfactory progress. They plan evaluate and improve models they have made, such as Tudor houses in design technology. In geography they know about their local area and can compare climate and life styles with other countries such as New Zealand. In history they have a sound knowledge of chronology and can undertake research using artefacts such as the model of an Icenic village. Pupils sing tunefully and in a 'round', adding percussion rhythms and integrating dance steps. In physical education, they time and measure performance in sprinting and throwing and develop technique to improve their performance.

Pupils' attitudes, values and personal development

15. Pupils continue to show the same high standards of behaviour and attitudes to work reported at the last inspection. There has been an improvement in the way pupils organise themselves and take responsibility for their own actions. Attitudes remain good. Pupils are enthusiastic about school life and involve themselves purposefully and willingly co-operate with school routines. The generally high levels of interest and concentration enable classes to function effectively.
16. Behaviour is very good because pupils understand what is expected and procedures are implemented consistently. Pupils generally behave well because they want to and they are polite. They need little adult supervision and show respect for the trust that is placed in them to behave appropriately. Pupils are enthusiastic about the system of awards for good behaviour and there is little need for sanctions of any severity. There have been no exclusions recently.
17. Pupils generally develop well during their time in school and the quality of relationships is good, especially the relationship between pupils and teachers in Years 4, 5 and 6. Pupils work and play well together and there are no tensions around the school. Older pupils are mature and responsible and Year 6 pupils help to staff the school office at lunch times and in preparing the hall for assemblies. Pupils are increasingly more self-reliant due the increased opportunities to make decisions about their work in lessons and the confidence placed in them by staff. This, in turn, promotes the good relationships and reinforces positive attitudes and behaviour.
18. Attendance is good and average rates of attendance and unauthorised absence are better than averages nationally. The school responds effectively to the few difficult

cases by closely monitoring information, including lateness, and by prompt follow-ups.

HOW WELL ARE PUPILS TAUGHT?

19. The good quality of teaching has at least been maintained and in some cases improved since the last inspection, although there are now no examples of good or better teaching in the under fives class. Ninety one percent of teaching is satisfactory or better. 9% is unsatisfactory. More than 56% of lessons were good or better, and 21% is very good with 3% is excellent. Consistent examples of the best teaching are in Years 2, 4,5 and 6.
20. The good quality teaching contributes to pupils' positive attitudes to their learning and the good progress in most subjects over the last twelve months. The skills of literacy and numeracy are generally taught well and the structure of the literacy and numeracy lessons provides a good basis for teaching in other lessons. In many lessons teachers make it clear to pupils exactly what it is they are going to learn. This helps pupils to take more responsibility for their own learning. The good schemes of work and programme of effective in-service training have improved teachers' subject knowledge well. All teachers maintain good standards of behaviour and ensure pupils are actively involved in their learning. In Key Stage 2, teachers have high expectations of pupils' work and challenge them through exciting activities undertaken at a lively pace. The very young pupils are sometimes asked to choose from a range of undemanding activities with little relevance to the main lesson and with little understanding of what is expected of them.
21. Teachers assess what pupils are learning during lessons and record this on planning sheets and in their red books. They make sound use of day to day assessments in English and mathematics to inform future short term planning. The Additional Literacy Support scheme is working well. Teachers and the trained learning assistant work closely together to plan, implement and monitor the support given to pupils. The involvement of parents has enabled them to provide support and encouragement to assist progress. The effectiveness of classroom assistants in supporting pupils' learning in other areas of the curriculum varies and is sometimes unsatisfactory. Where it works well, the teachers and learning assistants plan and evaluate together and the learning assistant have the skills to provide effective support. Where this is unsatisfactory, learning assistants are unclear about their role and do not have the necessary skills to support pupils' learning. Teachers work closely with special educational needs support staff and outside agencies in setting clear learning objectives and providing good support for their pupils. This ensures they make good progress.
22. In the under fives' class, the overall the quality of teaching is satisfactory with only one unsatisfactory lesson. The teacher plans the main activities well with tasks appropriately organised for pupils of different abilities. She has high expectations of behaviour. Children are encouraged to follow up their learning at home through practising reading and through simple tasks such as collecting seeds. However, planning is based on the subjects of the National Curriculum and does not focus on the six areas of learning that are appropriate for the children of this age. As a result not enough thought is given to activities from which the children chose. Their choice is sometimes prolonged and the activities lack purpose and are not related to the main lesson. The teacher does not challenge the children sufficiently on self-chosen activities and the learning support assistant is not always used effectively. This slows the progress of the pupils.

23. In Key Stage 1 most teaching is satisfactory or better with only one unsatisfactory lesson. It is good in Year 2. Lesson organisation is made more difficult in the Year 1 and 2 class, due to the limited space available within the shared teaching area with the Year 3 class. The two teachers in this area work well together and are sympathetic to the needs of each other, organising noisy and quiet sessions to match. Both teachers with Key Stage 1 pupils in their class generally teach the basic skills of literacy and numeracy well, although occasionally the pace in whole class sessions is too slow. They have sound expectations of what most pupils can achieve and provide opportunities for higher attainers to extend their skills, as in the recording of snails in their own words. Teachers maintain good standards of behaviour during lessons and give clear instructions to pupils about the activities they should be doing. They do not make enough use the information and communication technology in most subjects.
24. In Key Stage 2, most teaching is good or very good with only one unsatisfactory lesson. Teachers have good subject knowledge and use it to ask perceptive questions to deepen pupils' understanding, as in some English, mathematics and art lessons. Teachers work together in their planning to offer pupils of the same age a similar curriculum. Nearly all lessons are successfully planned with a wide range of exciting activities to support the learning focus. In a religious education lesson where this was not the case, pupils were unsure about what was expected of them and how to improve. In Years 4,5 and 6, teachers have high expectations, although the gaps in curriculum knowledge and skills of some higher attaining pupils means that these are not as high as they should be. The often inspirational teaching and lively pace of lessons for these older pupils, encourages them to strive and reach their targets. For example when creating colour mixes similar to those in Monets' paintings, pupils investigated different techniques, tools and colours in thoughtful and creative manner. Teaching methods are usually good. Most teachers use the time when pupils are working in groups for direct teaching and make well-timed interventions to move learning on. Although there was an example of information and communication technology being well integrated into a mathematics lesson, its use is still limited within most subjects.

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

25. The curriculum is broad and balanced. It includes all subjects of the National Curriculum and religious education and meets statutory requirements. It reflects the school's major priorities of improving standards in English and mathematics and is basing this work on the National Literacy and Numeracy Strategies. These are being implemented soundly and are beginning to improve standards, particularly in mathematics and to a lesser extent in English. A feature of the school's work in both mathematics and English is the way teachers plan for pupils to practise the skills of these subjects in others. For instance, older pupils use research skills in history. Booster classes have helped improve the progress of older pupils in English and mathematics. Currently older pupils are also benefiting from additional literacy support lessons. Both these strategies have helped pupils who receive the additional support but also the others because they are taught in smaller groups where the attainment range is smaller. All subjects now have schemes of work to help teachers plan. The local education authority chiefly provides these and the school is making sound choices from them about lesson content. This is an improvement since the last inspection.
26. The mixed aged classes have until recently caused planning difficulties in some subjects such as information and communication technology, history and geography.

As a result, older pupils have some gaps in their subject knowledge and in the development of skills. The school is putting this right with new arrangements from September to match the National Curriculum 2000 changes. Provision for pupils with special educational needs is good and well managed. Their work is generally soundly matched to their stage of development and most are supported satisfactorily by learning assistants. All pupils have appropriate access to the school's curriculum. The school has audited the time given to the subjects. The school makes satisfactory use of specialist teaching in music and information and communication technology.

27. Pupils' spiritual, moral, social and cultural development is generally good. The school provides satisfactorily for pupils' spiritual development. Assemblies have a pattern of themes to be explored through the year. They meet statutory requirements. The short moments of reflection after prayers or after listening to music provide opportunities for pupils to think for instance about the impact of their behaviour on others. Religious education lessons also make a sound contribution to pupils' spiritual development when pupils consider themes of bravery and self-sacrifice. Music on entry to assemblies set the right tone for calm consideration. Poetry in English lessons help older pupils think beyond their immediate experiences such as when Year 4/5 read a Haiku poem

“ A kingdom of birds,
The voice of wings fluttering,
A tune gathering.”

28. Pupils' moral development is good. All staff consistently reinforce the rules in the school's behaviour policy and pupils respond well. Classroom rules are prominently displayed and routinely considered so that pupils regularly see that continuing improvements in self-control are a school priority. This marks a significant recent improvement. The weekly achievement assembly makes a strong contribution to this aspect because pupils are rewarded for kindness, thinking of others' welfare and putting others before themselves. In this way, pupils develop a good idea of right and wrong.
29. Pupils' social development is very good and the school's expanding personal, social and health education work makes a major contribution to this. The school's involvement in the health promoting schools initiative is a significant factor. It includes a widening group of parents in considering issues about personal safety and diet. The school timetable includes personal and social education lessons that focus on pupils' feelings and responses to everyday experiences. In the Year 4/5 class, they compared the lifestyles and choices of adults and children using work they had prepared at home. The lesson was led very sensitively and pupils explored the variations in their ideas thoroughly. The school recognises the need to update its sex education policy and plans to do so with LEA support. Staff foster good relationships with the pupils. At lunch times, staff organise play activities such as skipping and ball games to help all pupils to socialise and learn the rules of good behaviour in groups. This is particularly effective for pupils new to the school and joining close village community from outside. Teachers routinely use work in pairs and groups as effective teaching strategies. Pupils are encouraged to work well together to share ideas and complete joint tasks.
30. Pupils' cultural development is satisfactory. Their knowledge of their own culture is good and that of others is sound. In geography they learn about other places and cultures when they consider contrasting regions. In history, older pupils learn about the Tudor period. In religious education, pupils learn about the traditions and beliefs

of the major world religions. This is well supported by the good use of artefacts and the teaching technique of group discussions.

31. The contribution made by the school's links with the community and its extra-curricular activities is satisfactory. The school is involved with the Ormiston Trust to raise achievement within the local community. Through this adults can gain additional qualifications. The school opens the swimming pool to the village during closure periods and plays a prominent part in the village gala and selection of the gala queen. Some groups from the village use the premises as a venue for meetings. The school has good links with the local playgroup and there is a useful exchange of information. Links with the feeder secondary school are satisfactory.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The quality of care for pupils continues to be good, since the last inspection. The Health and Safety policy sets out responsibilities and systems and forms a part of the school strategic plan. The school cultivates a caring climate in which the welfare, health and safety of pupils are a priority. Staff know pupils well and very good relationships ensure they work in a safe and positive environment. There are rigorous child protection procedures of which all staff are aware and training is up to date. The head teacher regularly monitors attendance and any issues are quickly noted and dealt with. The Education Welfare Officer visits regularly and a few pupils with attendance problems are well supported.
33. The school promotes good behaviour by consistent use of agreed procedures detailed in the behaviour policy. Rules for promoting good behaviour are displayed in each classroom. Through its participation in the 'Health Promoting Schools' initiative, the school gives a high priority to promoting good behaviour. For example, achievement cards reward good behaviour, consideration for others and academic achievement. The school supports any pupils who have particular difficulty in responding to codes of conduct.
34. The school has effective procedures for identifying pupils with special educational needs and placing them on the register. The headteacher is the co-ordinator for special educational needs. She takes a leading role in setting up individual education plans for these pupils, which are focused on small and specific steps for improvement. Progress towards these targets is carefully monitored. As a result pupils with special educational needs make good progress.
35. The school is developing a range of assessment procedures and meets statutory requirements. Pupils are assessed on entry and targets for improvement are based on these initial assessments. Teachers make comments on progress on the back of their short term planning. These relate to any significant performance of individuals or groups and help teachers plan. Pupils' performance against key learning objectives, for example from the National Numeracy Strategy, is recorded in class assessment folders and passed to the next teacher. Teachers monitor the performance of different attaining groups of pupils and use this to set half term targets for improvement. In addition, the school is developing a Record of Achievement for each pupil, to record progress in the core and foundation subjects. Performance against National Curriculum Level Descriptions for the core subjects is also included in the teachers' assessment folder and the optional national tests are being used with Years 3, 4 and 5. These procedures represent a good response to the key issue relating to assessment in the last inspection.

36. Procedures for tracking and analysing pupils' attainment and progress from year to year are in the early stages of development due to the difficulties the school has experienced in tracing data. Current data is now being collated into an electronic system, to help track the progress of groups of pupils. The school is just beginning to use examples from the Qualifications and Curriculum Authority to help teachers improve the accuracy of their assessments. There are no completed portfolios of standardised work for teachers to use as a benchmark for their teacher assessments.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Most parents express considerable confidence in the work of the school, especially in its expectations for pupils, in providing a school pupils like, the ease of approach over questions and problems and the quality of teaching. These views were confirmed on inspection.
38. Some parents expressed concern about the range of activities outside lessons, information about the progress pupils make, the amount of homework and pupils' behaviour. These concerns were not found to be justified, except that the school is not yet completely successful in encouraging some parents to be effectively involved in their child's learning. There is an adequate range of sports and music clubs and activities are organised at lunch times. Homework is generally used appropriately to support class work, for example to prepare for personal and social education and practical work in science.
39. Information about the school and about pupil progress is usually good. Newsletters are frequent, informative and include termly information about work pupils will be doing. Reports on pupils' progress are good with detailed information about strengths and weakness in core subjects and also mostly so in foundation subjects. There are adequate arrangements for discussions with the teacher, including informal conversations about immediate concerns.
40. Pupils' behaviour is very good. They are clear about what is expected of them and are always polite and courteous. They are trustworthy and older pupils respond well when given positions of responsibility, for instance at lunchtimes. The school awards certificates for good behaviour, which are welcomed by the pupils'.
41. The partnership with parents works effectively for most, especially in the involvement of parents of pupils with special educational need. There is advice, such as when listening to their child read at home and in providing items for lessons. The school has been aware of the reluctance of some parents to play such an active part and is working hard to convey the importance of the parental contribution. For example through consultation over a home/school agreement, additional literacy support, curriculum meetings about changes in literacy and numeracy lessons and also adult classes. Parental involvement satisfactorily supports the work of most pupils and contributes to the progress they make.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The improvement in leadership and management since the last inspection has been considerable, especially over the last two years. Immediately after the last inspection the school management and staffing underwent a long period of disruption and prevented any significant progress in school improvement. The new headteacher, who was appointed in September 1998, quickly assessed the strengths and weaknesses of the school. She has developed a strong ethos and shared commitment to school improvement within a largely newly appointed teaching staff.

With the support of the senior staff, she has given the school a clear sense of direction. They know what needs to be done and how it can best be achieved. The number of areas for improvement are considerable but short term priorities within the present Management Plan are clearly identified and appropriate and effective actions are taken. Progress in these areas has created a strong platform from which to build longer-term improvements to raise standards. The headteacher, with the support of the Local Education Authority has regularly monitored the quality of teaching and provided support to teachers when needed. The delegation of responsibility is good. Although the small number of staff means they often have more than one area to cover, priorities and work loads are appropriately linked to the School Management Plan. The role and influence of the curriculum co-ordinators has improved considerably since the last inspection. They have a good subject overview and manage resources within a budget well. The English and mathematics co-ordinators have successfully led the literacy and numeracy initiatives. The monitoring of literacy by the co-ordinator is good.

43. The school has a comprehensive set of aims and values that are reflected in school practise. This is particular evident in the emphasis placed on raising pupils' self-esteem through the personal, social and health education programme and the teaching of the basic skills so that pupils can be more actively involved in their own learning.
44. There is good teamwork between the head teacher, staff and governors and they are committed to providing quality education to improve standards. The governing body has developed its role since the last inspection. It is playing an increasingly effective part in shaping its future within the framework of its four year strategic planning. Governors have a growing knowledge of the school's strengths and weaknesses. Each governor has a responsibility for a subject area and make regular visits to monitor curriculum development and the quality of education. Written reports are presented to the full governing body following the visits. The finance committee is the main sub-committee and is well informed on all income and expenditure. Although it does consider value for money and expenditure in relation to School Management Plan priorities, this is at a relatively early stage. Governors ensure the school meets all of its statutory responsibilities.
45. Teacher appraisal arrangements are good and the head teacher's appraisal is up to date. The induction procedures for the newly qualified teacher are also good, providing effective support in her development. She has shadowed more experienced colleagues in subject responsibilities and is now well able to take full responsibility in one of these.
46. The school's short-term priorities for development are appropriate and good progress has been made in most areas. The school is about to put in place a more strategic plan over a five year period to tackle the key priority of raising standards.
47. Financial control and administration are good and use information and communication technology. The finance committee meets regularly and is well supported by the school secretary. The governing body is now taking a more positive role in relating the school's priorities to financial planning through the reports of curriculum governors. Subjects have separate cost centres in budget planning and regular balance and expenditure reports are available for all governing body meetings. The head teacher, chair of governors and school secretary, work together effectively to ensure financial information is regularly monitored.

48. The school makes good use of additional grants. Spending on pupils with special educational needs is carefully documented. Standards Fund finance is allocated within the school's Management Plan and supports the major priorities. Funding for new technology has been well spent to provide the computer suite. Overall this spending is helping improve the quality of teaching and pupils' progress.
49. The school has an adequate number of appropriately trained teaching staff for the age and number of pupils. Staff qualifications and further training have been used wherever possible when allocating responsibilities. The school is making good use of the Local Education Authority intensive support programmes for literacy and numeracy. Governors have appointed extra support staff to meet the needs of the high number of pupils on the special needs register. The effect of some of this support on pupils' learning has not been effective enough because of a lack of training.
50. The school accommodation is well used. The rooms are brightly decorated, clean and maintained. The impressive new school hall enables the full curriculum to be taught and provides a good area for community use. Although the school playing fields are a little away from the main school buildings, possibilities are being explored of remedying this. The wild life garden is well used to support many curriculum activities, in particular science. Two classrooms are a little cramped but funding has been allocated to provide additional space. The school is exploring funding to refurbish the upstairs rooms into a computer suite for school and community use.
51. The school has generally good learning resources, although source books and artefacts for art and design are limited. The central school library does not provide a satisfactory resource for learning. The school is aware of this and new books have been purchased and the school is using money previously allocated for external book loans for further purchases.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to make further improvements the school should:
- (1) Improve pupils standards of attainment in English in both key stages by:
- Providing further opportunities for extended writing
 - Continuing opportunities for pupils to practise their speaking and listening skills
 - Building on the Additional Literacy Support programme
 - Ensuring effective use of learning assistant support
 - Setting targets for improvement based on pupils' previous points of development
- (Paragraphs 1, 2, 64, 70, 75, 76)
- (2) Improve pupils standards of attainment in mathematics and science in Key Stage 2 by:
- Building on the good start in implementing the National Numeracy Strategy
 - Ensuring homework is used to support pupils' learning in mathematics
 - Providing opportunities in science for potentially higher attaining pupils to address their gaps in knowledge and skills
- (Paragraphs 4, 5, 84, 91)

- (3) Improve the standards of attainment in information and communication technology in both key stages by:
- Making full use of the new computer suite to teach pupils computer skills across the full information and communication technology curriculum
 - Ensuring pupils are clear about what to do and what is expected of them when using computers within other subjects
 - Developing systematic recording of pupils progress
(Paragraphs 11, 113)
- (4) Improve the monitoring of pupils' progress to set appropriate and challenging targets by:
- Collecting and analysing data and using the information to inform the tracking of pupils' progress
 - Putting in place procedures for assessing and recording pupils' progress in all subjects
(Paragraph 36)

Governors should also improve the organisation of learning opportunities for the under fives and the management and training of learning assistants.

PART C: SCHOOL DATA AND INDICATORS

53. Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	24

54. Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	21	32	35	9	0	0

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

55. Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	130
Number of full-time pupils eligible for free school meals	13
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	40
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	6

56. Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

57. 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	8	11	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	5	7
	Girls	8	7	8
	Total	15	12	15
Percentage of pupils at NC level 2 or above	School	79 (100)	63 (94)	79 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	6
	Girls	8	9	7
	Total	15	16	13
Percentage of pupils at NC level 2 or above	School	68 (96)	84 (100)	68 (100)
	National	82 (81)]	86 (85)	87 (86)

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

58. 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	7	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	6
	Girls	5	3	5
	Total	9	7	11
Percentage of pupils at NC level 4 or above	School	64(60)	50(27)	79(60)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	3	4
	Girls	6	5	6
	Total	10	8	10
Percentage of pupils at NC level 4 or above	School	71(20)	57(27)	71(60)
	National	68(65)	69(65)	75(72)

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

59. Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

61. Teachers and classes

Qualified teachers and classes:

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	21.6
Average class size	26

Education support staff:

Total number of education support staff	6
Total aggregate hours worked per week	105

Qualified teachers and support staff: nursery

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

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

Number of pupils per FTE adult	0
--------------------------------	---

FTE means full-time equivalent.

60. 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.

62. Financial information

Financial year	1998-1999
----------------	-----------

	£
Total income	238916
Total expenditure	236587
Expenditure per pupil	1849
Balance brought forward from previous year	37130
Balance carried forward to next year	39459

63. Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	130
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	25	3	3	0
My child is making good progress in school.	51	39	5	3	2
Behaviour in the school is good.	37	44	5	10	3
My child gets the right amount of work to do at home.	33	29	22	10	5
The teaching is good.	58	32	3	3	3
I am kept well informed about how my child is getting on.	15	51	19	14	2
I would feel comfortable about approaching the school with questions or a problem.	64	25	8	2	0
The school expects my child to work hard and achieve his or her best.	58	37	3	0	2
The school works closely with parents.	22	47	20	8	2
The school is well led and managed.	44	41	10	3	2
The school is helping my child become mature and responsible.	51	34	8	3	3
The school provides an interesting range of activities outside lessons.	29	29	26	14	2

Summary of parents' and carers' responses

Most parents express considerable confidence in the work of the school and feel comfortable in approaching the school over questions and problems. They particularly like the quality of teaching and school's expectations for hard work. They appreciate that pupils like the school. The inspection confirms these views. Some parents expressed concern about the range of activities outside lessons, information about the progress pupils make, the amount of homework given and pupils' behaviour. The inspection finds that these concerns were not justified.

Other issues raised by parents

The school is considering what it can do about the lack of shade on hot days in the playground, following the building of the new hall and removal of large trees.

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

64. Children start school in the reception class in the Autumn term of the school year in which their fifth birthday falls. Many have previously attended a playgroup which is in the school grounds and enjoys a good relationship with the school. Co-operation between the school and the playgroup is increasing, for example regarding the passing on of pupils' records. Overall attainment on entry is in line with what is typically expected and is slightly higher in mathematics than English. Children make satisfactory progress except in English so that by the age of five most children reach expected levels.
65. Since the last inspection new staff have joined the school reception class. An under fives policy statement has been developed which guides provision and practice. The teacher creates a safe, attractive and well organised classroom in which the children experience an appropriate range of learning opportunities. However, planning is based on the subjects of the National Curriculum and does not focus on the six areas of learning for children of this age. As a result, not enough thought given to activities from which the children chose. Children spend too much time on these and they have little relationship to the main lesson. The teacher does not challenge the children sufficiently on self-chosen activities and the learning support assistant is not always used well. This slows the progress of the pupils particularly in speaking and listening.
66. Overall the quality of teaching is satisfactory. The introduction to the school is well planned. Children visit the school before they start, meeting all the staff and experiencing a range of activities. Initial assessments are administered rigorously and targets are set from the results. She has high expectations of behaviour. Children are encouraged to follow up their learning at home through practising reading and through simple tasks such as collecting seeds.

Personal and social development

67. The children make satisfactory progress in this aspect. They enjoy coming to school, they behave well and take part in all aspects of class and school life such as in assembly and lunchtimes. When working in small groups they are learning to share resources and take turns. They learn to express their thoughts and feelings and consider how others might feel through well-planned activities relating to the school's programme for personal, social and health education. They respond with excitement to opportunities to look outside for mini-beasts, searching for them with care. They concentrate and persevere with tasks the teacher sets but some children find it hard to concentrate on self-chosen tasks when these are extended for long periods of time. They make good progress in developing self confidence during physical education lessons and have learned to take care of themselves when changing. The children look after their equipment and materials and help with clearing up.

Language and literacy

68. The children have a variety of starting points in their language and literacy development. Their progress is unsatisfactory, particularly for the higher attaining children in reading, writing, and in listening skills. Because of overlong introductions at times, some children find it difficult to listen and follow instructions. When working in groups they tell one another about their work and can describe their observations

to adults in the room, for example children described in some detail the way a snail moves.

69. Although the children take part enthusiastically in reading stories with the teacher, they often fail to listen carefully. Most are learning that print carries meaning and to enjoy books. They are starting to handle books carefully, to follow a story line. Few can predict endings. Some higher attaining children can talk about their own books and the parts they have found amusing. A minority are beginning to use letter sounds to read long words in their books.
70. The children are regularly encouraged to write and the teacher gives them opportunities to practise. For example they write booklets on snails with drawings and text. Most can copy what the teacher writes for them. Only a few are beginning to write independently. There are missed opportunities for them to practise writing in imaginative role play areas.

Mathematics

71. Most children make satisfactory progress in this aspect. Most are confident in recognising and counting numbers to ten and can use a number line to do simple addition and subtraction of numbers up to ten. Some higher attaining pupils are confident with numbers up to one hundred. The children are learning to talk about how they find answers, in line with the approach taken in the National Numeracy Strategy. Most children can recognise coins and higher attaining children can give change, exchanging a ten pence piece for pennies. Most children can copy and create repeating patterns and are beginning to use language such as more or less, greater or smaller to compare two numbers or quantities. Higher attaining pupils are learning to tell the time and understand the difference between odd and even numbers.

Knowledge and understanding of the world

72. Teaching is effective and most children make satisfactory progress in meeting the expected standards. A sequence of well planned topics and a range of interesting and enjoyable activities form the basis for their learning. They use a magnet fishing game to learn about the properties of metals and magnets and observe the features of mini-beasts and snails closely. They have planted and studied seeds. They observed the new roots and shoots of runner beans and taken delight in eating their school grown cress. They are learning to control the mouse on a computer although some children do not fully understand the requirements of the programmes. They can use a tape recorder to listen to stories.

Physical development

73. Children make satisfactory progress in their physical development. Most children can throw, bounce and catch a large ball with some accuracy. They show developing control of large movements, awareness of space and the need for safety. They handle tools and construction equipment of different sizes safely, with increasing control and dexterity. They are able to select and use materials for craft activities with care. For example when experimenting with mark making and paint they use paintbrushes and other tools with care and control. There are regular physical education lessons when they use small and large apparatus both in the hall and outside. Children's fine motor skills are further developed through activities they choose using malleable materials such as dough.

Creative development

74. Teaching of creative development is satisfactory and children reach expected standards. There are regular art, design and technology and music lessons time-tabled; the children learn a number of skills and are enthusiastic about the range of activities offered. Children choose and apply colours and paint carefully. They respond to music through movement to a regular beat and join in well with the singing in assembly. They have explored high and low sounds and made simple percussion instruments to replicate the sounds. They use percussion instruments to create sounds with different textures, for example to make a 'weather' sound. The role play area is under used for encouraging children to play imaginatively and to express their own ideas.

ENGLISH

75. In the 1999 end of Key Stage 1 National Curriculum tests, pupils' attainment in reading was below the national average and was well below this in writing. When compared with similar schools, the results were well below average in reading and very low in writing. Since 1996, the results have risen slightly in reading but have declined in writing. During this period, there was little difference in the performance of boys and girls in reading but in writing, girls did significantly less well than boys. In the 1999 end of Key Stage 2 English tests, pupils' attainment matched the national average but was below the average of similar schools. Since 1996, the results have improved. During this period, there was little difference in the performance of boys and girls other than that found nationally.
76. Inspection findings are that the attainment in reading and writing of most pupils currently in Year 2 is below that expected nationally. Most pupils make satisfactory progress. However, higher attaining pupils are not progressing as quickly as they should in writing because they do not have the opportunity to write enough longer pieces. In Year 6, the attainment of most pupils is below that expected and too few pupils attain the higher level. However, most pupils have made satisfactory or better progress over this year because of very good quality teaching that implements the literacy hour in an imaginative way. Across the school, standards of literacy are too low although in Year 4/5 they are satisfactory. This is because of a consistent level of very high quality teaching in this class.
77. Raising pupils' attainment in English is an important school priority and it is receiving additional support from the local education authority. Pupils in Year 5/6 are part of a well-run additional literacy support programme. Pupils are withdrawn from class for short periods to improve their knowledge of letter sounds and use these when they read unfamiliar words. They benefit from this work in small groups because they can try out their ideas and gain confidence. As a result they make good progress. Most pupils with special educational needs make satisfactory progress against the targets in their individual education plans. Where these targets are more specific and where they are well supported by learning assistants or by a visiting teacher, they make good progress. In the cases where the targets are too general and where the school has not been involved enough in setting them, support is less effective and pupils' progress is slow. It is also slow where the class teacher and learning assistant do not work closely enough together to match the support work to the work of the class.
78. The school recognises that, it has not placed enough emphasis on systematically developing pupils' speaking and listening skills. As a result, pupils' standards of attainment are low. This picture is changing, however as teachers now give pupils more opportunities to practice these skills and most make satisfactory progress. This

accelerates in Years 4 to 6 where there is a good balance of whole class and productive group discussions. Throughout the school, pupils are gaining confidence and learning the disciplines of speaking and listening activities. This was noticeable in Year 1 religious education lesson in which pupils listened carefully to a Bible story and discussed their reactions to it. In a Year 3 history lesson, pupils created playlets to show aspects of Roman and Iceni life. In all Year 4/5 lessons, the class teacher presents a powerful role model. In whole class discussions, all pupils are consistently challenged to contribute to the main lesson theme and respond with enthusiastic suggestions and ideas. In Year 5/6, pupils regularly report back to the class on their findings from research such as in a history lesson on the Tudors. In most classes, teachers consistently emphasise the use of the correct subject terms and this is most noticeable in literacy and numeracy lessons.

79. Pupils are now making satisfactory progress in reading in Key Stage 1 and good progress in Key Stage 2. They are benefiting from a much stronger emphasis on the use of the sounds letters make when they read unfamiliar words. This is an important learning strategy to use alongside word recognition and using the sense of the sentence. Lower attaining younger pupils recognise some individual letter sounds but lack confidence in putting these together to sound whole words out. Other pupils in Key Stage 1 use a better balance of these skills. They are developing good reading habits such as correcting themselves as they read. By Year 3 most pupils are positive about reading. Pupils of average ability talk about the plot and characters in the story and higher attaining pupils compare their current book with previous ones they have read. By Year 5, most pupils understand their reading texts well but some are not challenging enough for higher attaining pupils. They are beginning to use non-fiction texts for research, and in one class they enjoy reading different kinds of poetry. By Year 6, research skills are a little more developed but lack of previous practise limits their attainment. Higher attaining pupils read with confidence, fluency and some expression. They have a sensitive response to the motives of characters in their novels and are comfortable describing them as "kind but under great stress". Other pupils read with less confidence and expression. Lower attaining pupils are hesitant and tend to wait for help with unfamiliar words.
80. Pupils' attainment in writing is generally lower than that in reading. Handwriting and presentation are improving but are often unsatisfactory. By Year 6, pupils' handwriting reflects the school's recent emphasis. However, pupils do not join their letters consistently although letters are of a regular size. Spelling is a weakness and even common words are spelled incorrectly too often. Punctuation is unsatisfactory. Higher attaining pupils use basic punctuation well and their meaning is clear. However, other pupils are less accurate and are not adventurous enough in their word choice. This aspect is improving slowly as teachers skilfully introduce a much wider range of writing opportunities. Examples of this are found particularly in Years 4 to 6. In these classes, the teaching of poetry has an important place and pupils respond well. Pupils in Year 5 cope well with the complexities of different rhyming structures or enjoy the wit of Roger McGough's work. However, this widening choice of writing does not yet include enough opportunities for extended writing.
81. The quality of teaching is generally good and is very good or excellent in Years 4 to 6. It was unsatisfactory in a Year 1/2 class because during the group work, pupils made too little progress. A good feature of teaching in all classes is the way teachers plan to develop literacy skills in other subjects. This is effective in note taking and summarising skills in history in Year 5/6 and in a brainstorming exercise in a Year 4/5 history lesson. All teachers make effective use of time at the start of lessons because they listen to pupils read individually, note their progress and provide support. They are soundly supported in this by learning assistants although some

need more training to make their work more effective. Teachers have good subject knowledge and plan well using the framework for the national literacy programme. This helps them set clear targets for each lesson and then gives them a benchmark against which to assess pupils' progress. Homework makes a sound contribution to pupils' learning in reading and spelling, especially with younger pupils.

82. The subject is managed well and priorities are clear. The co-ordinator has analysed the school's strengths and weaknesses well and has carefully led the introduction of the literacy hour. However, school targets are set at too high a level given pupils' previous points of development. Arrangements for monitoring and evaluating the subject are good and give the co-ordinator and the headteacher a good view of progress. Resources are generally satisfactory and new purchases are being used well. After a very thorough audit, the school recognises the need to improve the library. It has satisfactory plans to improve this provision over the next two years. Class libraries provide appropriate graded choice for pupils' general reading.

MATHEMATICS

83. In the 1999 Key Stage 1 tests, the school's results in mathematics were well below the national average and well below the average for similar schools. The proportion of pupils achieving at a higher level was also well below the national average. This is a decline on the previous year's results and three year trends show a decline in attainment. At Key Stage 2 in 1999, results were also well below the national average and well below similar schools. The proportion of pupils attaining higher levels was well below the national average. This continues a trend of low attainment over the last three years although the 1999 results matched the national trend and were an improvement on previous years. There were no significant differences in attainment between boys and girls.
84. The evidence from this inspection shows that most pupils currently in Year 2 are working within the standards expected nationally and early indications from recent national testing confirm this view. Standards in Year 6 are still generally below those expected nationally especially in handling data. However, Year 6 pupils have made good progress compared to their attainment at the beginning of the year. This overall improvement is due to several factors. The school is successfully implementing the National Numeracy Strategy with an increased focus on mental arithmetic and teaching has improved.
85. Pupils make good progress over time in both key stages particularly in their numeracy skills. At the end of Key Stage 1, most pupils are confident with number bonds, recalling addition facts and subtraction facts up to 20. A few higher attaining pupils use a range of approaches when solving problems. They discuss their work well and many can explain their calculations to the whole class. For example, some higher attaining pupils were relating mental strategies to a number line to find ways of adding numbers with two digits. In all classes, pupils use appropriate mathematical language. At Key Stage 2, some pupils are beginning to understand decimals, for instance, when measuring performance in athletics. A small number can add and subtract decimals and understand the equivalence between percentages and fractions. Although pupils can present information in bar charts, their skills in presenting and analysing data are limited. ICT is used by some pupils in Years 5 and 6 to support graphical representation of data. Some higher attaining pupils in Year 4 have an understanding of the points of the compass, angles and direction. Year 3 pupils calculate the number of lines of symmetry in regular shapes, including pentagons.

86. Teachers work well with support staff and other adults to help in pupils with special educational needs make good progress. The quality of teaching is good overall with no unsatisfactory teaching. Of the five lessons seen, one was very good, two were good and two were satisfactory. Teachers have a secure knowledge and understanding of the subject and use questioning effectively to assess and extend pupils' understanding. Teachers set tasks appropriate to the level of attainment of each pupil. Lessons are well planned along the lines of the numeracy strategy, and learning objectives are explained carefully. The particularly good features of teaching include good class control where teachers conduct lessons at a good pace. In the Year 4 / 5 lesson on rotation and the Year 5 / 6 lesson on graphs, teachers used praise and humour to maintain pupils' interest and levels of concentration. The best teaching was lively with a strong sense of enjoyment. Homework is not set as a routine and does not help to improve pupils' learning.
87. Pupils' attitudes to mathematics are invariably good. They behave well in sometimes very cramped conditions and usually remain on task. They are eager to answer questions and respect each other's attempts to answer questions even when they are incorrect. They support pupils with special educational needs and show pleasure when they are praised for their work. In group tasks, pupils co-operate well, for example helping each other with placing mirrors in the lesson on symmetry in Year 3.
88. Since the last report the National Numeracy Strategy has been successfully implemented. All aspects of the daily mathematics lesson are taught competently. Mental strategies are used creatively in Key Stage 2 and to motivate pupils to take part, for example teachers make exercises into games. Teachers use the time at the end of lessons effectively to reinforce the objectives of the lessons and to sort out any areas of misunderstanding. The school has used optional national tests to assess pupils' progress. These are beginning to be used to identify areas of the subject to emphasise. This has been done particularly effectively in the Year 6 Booster class. Teachers are tracking the attainment of different ability groups within the class and using the information to set targets for them. Literacy skills are reinforced by careful reading of instructions with lower attaining pupils. The use of computer programmes to support learning is variable. In the Year 5 / 6 class, the use of the programme reinforced the pupils' understanding of presenting graphs.
89. The mathematics co-ordinator is providing effective leadership in introducing the National Numeracy Strategy and is well supported by the head teacher and the local education authority numeracy consultant. They're having a positive effect on standards of attainment and progress. There is some monitoring of the quality of teaching, planning and pupil performance. This is an improvement since the last inspection. Resources are well organised and easily accessible and make a good contribution to pupils' learning.

SCIENCE

90. In 1999, pupils' standards of attainment in the end of Key Stage 1 assessments were well below the national average and very low when compared to similar schools. In the end of Key Stage 2 tests in 1999, pupils' attainment was in line with national averages and those of similar schools. The proportion of pupils attaining at the higher level in 1999 at Key Stage 1 was well below national average and those of similar schools, while in Key Stage 2 these were similar. Trends over the last three years show that standards of attainment at the end of Key Stage 2 have improved considerably and in 1999 were in line with the national average. Inspection evidence is that most pupils in the current Year 2 are working in line with that expected nationally and make satisfactory progress. Standards in Year 6 are in line with that

expected nationally for most pupils and good progress has been made over the last twelve months. However the number of pupils achieving higher levels is low and progress has been slow. Some of the underachievement of older pupils is due to the disruption in their learning caused by the changes in teaching staff and the lack of a scheme of work to ensure systematic coverage of the science curriculum.

91. By the end of Key Stage 1 pupils can observe, discuss and record snails and their habitat using accurate pictures. A few can write simple sentences explaining requirements for snails to survive. They can classify living things and undertake experiments to change sounds and complete a simple electrical circuit. By the end of Key Stage 2, many pupils explain the relationship between animals and their habitats and plants and their environments. They record findings using labelled diagrams and key codes. They use their own words to describe the functions of the human heart and test substances for solubility and filtration. Many can identify a fair test when investigating the best medium for rooting cuttings. However, Key Stage 2 pupils do not confidently carry out investigations from questions they have initiated nor use information and communication technology skills enough.
92. Most pupils, including those with special educational needs make satisfactory progress throughout the school. However, pupils of higher attainment in upper Key Stage 2 make limited progress due to gaps in their skills, knowledge and understanding. For instance, they are unclear of the part leaves and roots play in improving plant growth.
93. Teaching in Key Stage 1 is satisfactory and good or better in Key Stage 2. There is an emphasis on experimental science in both key stages, which is leading to progress in the development of pupils' skills in tackling, problems and investigations. Teachers have a good knowledge of the subject, which is used well in questioning pupils to help them extend and develop their thinking. Lessons are usually well planned with a good range of activities that interest pupils. Most lessons have a good pace to them and move pupils' learning forward. There is the correct use of scientific language from reception age pupils onwards. The good lessons are characterised exciting activities that are clearly related to the lesson objectives and the good use of resources to support learning. Additionally, at the start of lessons teachers explain what pupils are to learn so they know what is expected of them.
94. Pupils respond well to science activities. They listen closely to the teacher and each other and collaborate well, for example when observing snails. Older pupils, although still a little unsure in posing their own questions in investigational work, are gaining more confidence due to increased opportunities and teacher support.
95. Leadership of the subject is good. The scheme of work provide guidance for teachers' planning and a curriculum map based on a two-year rolling programme will be introduced next term to improve coverage in mixed aged classes. These initiatives have given teachers an effective framework for planning and is an improvement since the last inspection. The day to day assessment for science enables teachers to plan on a short-term basis. The system for analysing data and transferring information between teachers over time is unsatisfactory and is in the process of review by the co-ordinator. She is well informed of the strengths and weaknesses in science and is taking appropriate action to improve them and to raise standards. There are a good range of resources for science.

Art

96. By the end of both key stages pupils' make good progress and their work in art is above that expected for their age, which are improvements since the last inspection. In Key Stage 1 there are good examples of pencil drawings and compositions using colour mixing. Pupils combine paints and pastes for sunset backgrounds with collage foregrounds. There are good links with Literacy in a display based on the Fantastic Voyage and with numeracy when younger pupils design umbrellas for their number lines.
97. In Key Stage 2 pupils build on their knowledge of colour mixing and experimenting with media, techniques and tools to recreate sections of Monet's paintings. They use sketch books to investigate printing techniques before completing a final picture. Sketching and shading skills showing fine detail in materials and Tudor costumes. Pupils working collaboratively plan a large portrait of Henry 8th, attempting to recreate the original colours and textures. They review their work at significant stages and find ways of improving it by sponging the background to provide the sheen on the material. Following a visit to the Dome pupils made very good 3D models using a variety of materials. Pupils are only just beginning to make use of information and communication technology to explore their art ideas and this is unsatisfactory.
98. Pupils' response to art is good and they enjoy their lessons. They are confident in using art materials and tools to experiment and create planned outcomes. As teachers give advice about skills and techniques, pupils' confidence grows, they become involved in the task and progress well. For example, when investigating the mixing of three coloured oil pastels, they used a tool they had made from rolled up paper, to make lilac.
99. The quality of teaching is good. Teachers have a good knowledge of the subject and an enthusiasm which transfers to pupils and encourages them to produce good results. They demonstrate skills and give pupils opportunities to practise and make decisions on improvements to their outcomes. They manage and organise pupils well by sharing learning objectives with them and providing them with resources from which to make choices and work with confidence on their own. Despite the reduction in time allocated because of the change in the National Curriculum, teachers give pupils opportunities to develop their art skills in other subjects and encourage them to make choices about their own learning. This has led to the improvement in standards of pupils' art since the last inspection.
100. Art displays create an attractive visual environment and clearly demonstrates the good progress made. The comprehensive art policy and the scheme of work guides teachers well. The introduction of the two-year curriculum map is designed to further ensure the progressive development of skills, knowledge and understanding.
101. The co-ordinator is working effectively with the support of a colleague to provide leadership. Their influence, the enthusiasm for the subject from staff and the improving quality and range of resources have a clear impact on the good teaching and standards of pupils art work.

DESIGN AND TECHNOLOGY

102. Pupils make satisfactory progress and reach expected standards of attainment and this represents satisfactory progress since the last inspection. Pupils in Key Stage 1 can use a range of construction kits to develop building techniques. They can explore the effect of temperature and dilution on jelly although, their observational and

analysis skills are limited. Pupils in the Reception / Year 1 class link their investigation of music with making a range of stringed and percussion instruments. In Key Stage 2 pupils use a range of materials for design. They have made buildings related to their topic on the Tudors. A few are planning and evaluating their designs, discussing problems they have encountered and reaching judgements about ways the design might be improved, for example by more accurate measuring. Most measure, mark out and cut shapes accurately and join them using a range of techniques.

103. No design and technology lessons were observed during the week of the inspection. The subject is supported well by the Cambridgeshire scheme of work and the recent policy. This explains the areas of activity for design and technology and makes helpful links with other subjects. The whole school design and technology week held earlier in the year made a strong contribution to the development of the subject and enabled older pupils to share their design skills with younger pupils. Assessment of skills in design and technology on a day to day basis is satisfactory. Information for the next teacher relates only to subject coverage and does not indicate children's individual strengths or weaknesses.
104. The co-ordinator has developed the subject effectively since taking over. Resources and planning have been developed and useful links have been made with other subject areas. Currently there is no formal monitoring and evaluation of the subject. However the co-ordinator has a clear role in developing the subject which is an improvement since the last inspection when management of design and technology was weak.

GEOGRAPHY

105. By the end of Key Stage 2, most pupils' standards of attainment in the development of geographical knowledge and understanding are within those expected and they make satisfactory progress. However, they make unsatisfactory progress in developing geographical skills. This is because the scheme of work to develop them progressively has not been in place for long enough.
106. In Key Stage 1, pupils study the local area and make plans of their classroom, the school and the village to widen their geographical understanding. Some can pick out their favourite places and are beginning to use symbols. In Key Stage 2, teachers use their personal interests and resources very well when the pupils study far away places such as Australia and New Zealand. They use pupils' experiences of travel to develop their understanding of world time zones and climatic regions. Many older pupils have a good grasp of major areas of the world and a developing understanding of how mankind affects the environment. They are aware of the dangers of pollution and the issue of endangered animal species. Pupils have good attitudes to the subject and take particular pride in their individual folders of work on New Zealand in Year 4/5. Here, the teacher has planned a careful study of the islands very well. She has helped pupils develop their geographical ideas through art, a range of writing and through design and technology.
107. No teaching was seen during the inspection but analysis of teachers' plans shows that they are using the scheme of work appropriately. They use the school's resources and their own to enliven the subject but the school does not have enough resources to develop the subject further. Pupils use the local area satisfactorily and older pupils practise mapping skills during their residential visit.

108. The subject is not a current school priority and is being managed satisfactorily. The co-ordinator has completed an audit of resources to identify shortages. She has produced a useful draft policy but this does not say what the school expects most pupils should record in the subject. This leads to variations in the practice of different teachers. The co-ordinator has also planned the coverage of the subject in two-year cycles to overcome the difficulties teachers face when planning for mixed age classes. The resources are not organised well and do not make it easy for teachers to plan their work. Monitoring of the subject is unsatisfactory but the co-ordinator plans to improve this by analysing a sample of pupils' work annually.

HISTORY

109. By the end of Key Stage 2, most pupils' standards of attainment in the development of historical knowledge and understanding are within those expected and they make satisfactory progress. They make good progress in Years 4 to 6 but make unsatisfactory progress overall in developing historical skills. This is because the scheme of work to develop them progressively has not been in place for long enough.
110. Younger pupils have a developing sense of chronology. They understand about a time before they were born through work they have done on their families. Pupils in Year 3 study the Romans and know how they defeated Bouddica's army. In discussion with the teacher, higher attaining pupils talked about how Bouddica might have felt after this defeat and why she took her own life. Some pupils bring in work they have prepared at home and are developing a firm interest in the subject. The teacher supports their work well with an effective display of artefacts and of pupils' work. This includes a model of an Iceni village to help them understand everyday life in the past. In this class, the teaching is satisfactory but it is very good in Year 5/6. Teaching strengths outweigh weaknesses, these include planning that is not precise enough and group activities that do not make the best use of time.
111. Teachers plan their work well and base it on good subject knowledge. This is particularly true of Years 4 to 6 where they encourage the development of historical skills through pupils' research on the Tudors. Teachers also incorporate aspects of English writing in their work and this deepens pupils' understanding of the period. A good example of this is in older pupils' persuasive letters from Catherine of Aragon to Henry 8th begging for her life. A strong feature of the teaching is the way teachers use the skills of other subjects such as art, design technology and information and communication technology in their work on history. Pupils respond well to these teaching methods. They talk enthusiastically in groups and with the class about their work and produce good quality for work to put on display. Pupils with special educational needs are well supported by learning assistants in Year 5/6. They are helped to think through their ideas, develop their reading skills and summarise when word-processing. As a result they make good progress.
112. The subject is not a current school priority for development and is being managed satisfactorily. The co-ordinator has planned subject coverage in two-year cycles to overcome the difficulties teachers face when planning for mixed age classes. Resources are well organised and this helps teachers plan their work. Although there are some shortages, resources are supplemented by historical costumes loaned by a local supplier. This improves pupils' interest and motivation. Monitoring of the subject is unsatisfactory but the co-ordinator plans to improve this by analysing a sample of pupils' work annually. She also intends to clarify what the school expects most pupils should record to improve teaching consistency.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. Pupils' attainment varies between different aspects of the programmes of study of the National Curriculum but overall is below nationally expected levels in both key stages. Attainment in word processing is broadly in line with national expectations but attainment in other aspects such as controlling, modelling and monitoring is below national expectations. The recently opened computer suite in the library, upgrading of hardware and software and staff training are having a significant impact on pupils' attainment and coverage of the curriculum. This represents satisfactory progress since the last inspection when pupils had few opportunities to use computers at Key Stage 2.
114. By the end of Key Stage 1, pupils can communicate information by loading, saving and printing small amounts of text. They also enjoy using First Logo and experimenting with the floor 'turtle'; moving it forwards and backwards and beginning to make planned movements involving turns. They also use software in other subjects, for example using a science programme to show their understanding of an electrical circuit. In Key Stage 2 pupils understand spreadsheets and interrogate them to produce bar and pie charts which develops their work in mathematics. Higher attaining pupils use 'Junior Pinpoint' to create bar charts using data they have collected themselves. Teachers actively promote the use of CD-Roms as a research tool for other subjects. For example, pupils in Year 6 researched the Tudors, carefully selecting relevant information. At present they are not able to use the internet. In Key Stage 2, pupils develop their skills in communicating information, learning to open fresh documents, change fonts and sizes, using a spell check and adding pictures to texts. Higher attaining pupils use Logo to enter a sequence of commands so that the screen turtle performs several actions in succession.
115. Progress in word processing, control and data handling is satisfactory in both key stages. However, pupils make unsatisfactory progress in modelling and there are not enough opportunities in Key Stage 2 to use the computer to monitor external events. This lack of progress is due to limited staff expertise and until recently, lack of appropriate hardware and software. Improvements are underway but the work is not sufficiently advanced to have had an impact on standards of attainment.
116. Pupils' attitudes to information and communication technology are good. They enjoy working on computers and have positive and mature attitudes to their work. They readily help each other and share equipment well, collaborating effectively on joint work such as using the 'roamer' in Year 1 and interrogating a spreadsheet in Year 6. They listen well and concentrate on their work. Their behaviour is consistently good.
117. Although there was little teaching of information and communication technology observed during the inspection, the teacher in Year 5 / 6 used his good subject knowledge to support the pupils' learning in mathematics. Learning assistants are used effectively to support groups of pupils working outside the classroom areas. The positioning of the computer suite does present some problems of supervision. For example the Year 3 teacher does not have direct access to the suite and is unable to supervise pupils work. The curriculum is well supported by the Cambridgeshire scheme of work. Arrangements for assessment are unsatisfactory. Although teachers record pupils' progress against the National Curriculum level descriptions, there is no systematic recording of pupils' progress in the different strands of information and communication technology. Consequently work is not systematically planned from what pupils already know, understand and can do. This is affecting progress in some areas of the programme of study. Staff are using

information and communication technology in other subjects but are not ensuring pupils' skill levels are adequate for the tasks set.

118. Management of the subject is good. The co-ordinator has effectively promoted the subject through the introduction of the Cambridgeshire scheme of work, updating resources and leading staff training. Information and communication technology figures significantly in the school strategic management plan and is a high priority.
119. Accommodation is good although the computer suite is not always used to maximum effect as its location makes it difficult for some teachers monitor pupils. The school has benefited from the 'National Grid for Learning' and training programmes which has increased teacher confidence.

MUSIC

120. Pupils in both key stages make satisfactory progress in music and reach expected standards of attainment. Pupils sing tunefully and with control. Over the course of both key stages they sing songs of increasing complexity. By Years 4 and 5 they can sing in a 'round', adding percussion rhythms and integrating dance steps.
121. Pupils in Key Stage 1 use percussion instruments making distinctions between pitch, tempo and dynamics in response to signs from a 'conductor'. Pupils with special educational needs are supported well in music and make good progress. In assemblies all pupils listen well to recorded music and live performances which make a strong contribution to their spiritual development. This is an improvement since the last inspection when the use of music in assembly did not support the weekly music lessons. Listening to a range of music from other cultures makes a good contribution to cultural development. Good standards are achieved by those pupils attending extra-curricular activities at lunch times. Pupils in Key Stage 2 have the opportunity to learn the guitar, recorder and sing in the choir. They take part in school productions. The co-ordinator plans to extend extra-curricular opportunities to pupils in Key Stage 1.
122. Pupils' attitudes to music in both key stages are good. Pupils participate enthusiastically in listening, responding to and making music. They behave well except when group tasks are extended for too long a period and they become bored. They collaborate well in small groups to compose and try out musical ideas and take responsibility for putting away equipment.
123. Overall the quality of teaching is satisfactory. Teachers have good subject knowledge and play and sing confidently with their classes. Planning is effective and has specific learning objectives which are understood by the pupils. Good links are made with other subjects. For example in the Year 4 / 5 class the pupils had composed a tune and were learning dance steps in a Tudor style linked with their history topic. Teaching is less effective when there is lengthy organisation of groups which wastes time and when group sessions are prolonged. There is very limited assessment of pupils' attainment and progress in music.
124. The school has a satisfactory range of instruments and other resources although the use of information and communication technology to explore and record sounds needs developing. The co-ordinator has raised the profile of music with the introduction of extra-curricular activities. These have been well supported by parents' purchase of instruments.

PHYSICAL EDUCATION

125. During the inspection only part of the school's full programme of physical education was inspected and so judgements about standards of work are confined to aspects seen. At the end of both key stages, pupils' standards of attainment in athletics and games skills are in line with those expected nationally and a minority of pupils attain more highly. This is an improvement since the last inspection. Most pupils have made good progress over the last two years. Pupils with special educational needs make good progress because they are well supported by the teacher, extra adults and encouraged by their peers.
126. Pupils in Key Stage 1 can to throw, catch and bounce a small ball with increasing skill. Some perform these tasks while moving slowly about the hall. They listen carefully to instructions and practised techniques to improve performance. One little boy was could throw a tennis ball right up to the rafters and catch it again by keeping his eye on the ball and positioning his hands and body correctly. In team games, pupils follow the rules and work well together, although occasionally becoming a little over excited and boisterous.
127. In Key Stage 2, most pupils can perform, measure, record and evaluate their attempts while throwing a tennis ball and sprinting. A few are unclear how to improve performance in techniques of hop, step and jump. During football club, pupils improve their skills of dribbling and shooting in small group games.
128. There is other evidence to show that pupils' attainment in most other aspects of physical education is at least satisfactory and because of the opportunity to use the heated outdoor swimming pool across both key stages, attainment in swimming is good.
129. Pupils enjoy their physical education lessons and are very positive about them. They become self confident and self controlled when taking part. Behaviour is generally good and pupils quickly respond to teachers' instructions. They learn to respect the skills and shortcomings of others as in a Year 5/6 lesson when they celebrated a pupil's improved performance even though he came last. All pupils take responsibility for setting up and putting away the equipment they use with minimum supervision. Both the teacher and pupils are appropriately dressed and use equipment and apparatus safely.
130. The quality of teaching is satisfactory overall with examples of good practice. All staff have undertaken additional training through the TOPs programme to improve their subject knowledge. They plan lessons effectively with a variety of good activities. Teachers are enthusiastic about physical education and are happy to join pupils in their warm-up exercises. They encourage and praise good work. Mid day support staff, once trained, provide a good range of activities for small groups of pupils during lunch breaks.
131. Physical education has an important place in the school's curriculum. The co-ordinator is enthusiastic and good knowledge of the subject. He has provided support for staff on planning, implementation of activities and health and safety issues. The policy and scheme of work enable teachers to provide a full range of activities and plan for the progression in pupils' skills and knowledge. There is an appropriate range of extra curricular opportunities for older pupils including competitive sport. The school is actively involved in the Top Sport initiative, where coaches provide pupils with experience in sports such as, hockey, netball, rugby and basketball. All these initiatives along with the new hall and the progressive build up

of good quality resources are contributing to the raising of standards across the full range of the physical education activities. This is an improvement since the last inspection.

RELIGIOUS EDUCATION

132. At the end of Key Stage 2, most pupils' standards of attainment are within the levels expected in the Locally Agreed Syllabus and they make sound progress in their knowledge of the subject. Pupils progress more slowly in understanding because the school has only recently begun to emphasise the importance of discussions with pupils to develop ideas more fully.
133. Pupils in Key Stage 1 know some of the major Bible stories and the main Christian festivals. During a Year 1 lesson, pupils learned about David and Goliath and related this to their experiences of bravery and false confidence. Pupils respond well to these discussions. They listen with increasing interest and have the confidence to take part in class discussions. In Year 2, the teacher skilfully used religious artefacts to generate questions from the pupils about their use. Pupils were intrigued by the compass in the Muslim prayer mat and, through good discussions in groups, provided thoughtful contributions, later to the whole class lesson. The teacher successfully used some of the pupils' understandable errors to reinforce key learning points such as the importance to Muslims of facing towards Mecca when praying. Through activities like these, pupils gain insights into other faiths and learn tolerance of different ideas. The use of similar artefacts in Year 3 also interested pupils but the lesson was less successful because the follow up work in groups was not focused sharply enough and the tasks were too difficult.
134. The teachers of older pupils also plan their work from the local authority scheme of work and cover such areas as the study of the local church using research methods such as interviews. This builds their confidence and increases their involvement in their learning. Tasks such as writing millennium resolutions give older pupils the chance to reflect on the things that matter to them in their lives. Looking beyond material matters, pupils write of "delight in the good and forgiveness for past wrongs" and make translucent, decorated folders to improve the impact of the words.
135. The religious education scheme of work has only been in use for about a year and there are gaps in pupils' knowledge and understanding. The school is aware of these and is attempting to fill them. The new programme of themes for assemblies makes a sound contribution to the development of religious education in the school. Visitors such as the local vicar, lead assemblies and they further improve provision. The subject is not an immediate priority for the school and is soundly led. Resources have been audited and a small budget is used to make improvements. Generally resources are adequate and the additional artefacts support pupils' learning well. The staff have identified further training needs and the co-ordinator plans additional support for them.