

INSPECTION REPORT

LONG LANE PRIMARY SCHOOL

Tilehurst, Reading

LEA area: West Berkshire

Unique reference number: 109853

Headteacher: Mr A T Kuhles

Reporting inspector: Helen Ranger
22223

Dates of inspection: 8 –12 May 2000

Inspection number: 190841

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Long Lane
Tilehurst
Reading
Berkshire

Postcode: RG31 6YG

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs J Davies

Date of previous inspection: December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Helen Ranger	Registered inspector	Information technology	How high are standards? a) The school's results and achievements
		Music	How well are pupils taught?
			How well is the school led and managed?
Barry Wood	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Sue Butcher	Team inspector	English	
		Art	
		Design and technology	
Anne Hogbin	Team inspector	Mathematics	
		Physical education	
		Children under five	
		Special educational needs	
Abul Maula	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Geography	
		History	
		Religious education	
		Equal opportunities	
		English as an additional language	

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Long Lane Primary is an average sized community school with 262 pupils on roll, situated in a residential area near Reading. One class of pupils is admitted each year to the infant department and an additional intake is admitted at the beginning of Key Stage 2 from the nearby Purley CE Infant School. At the time of the inspection there were no pupils under five in the Reception class and all in the class attended full time. Seven per cent of pupils currently come from various ethnic minority groups and almost all of these speak English as their first language. The number of pupils eligible for free school meals (four per cent) is low by national standards. Sixteen per cent of pupils have special educational needs - lower than the national average. The results of the school's assessments of its youngest pupils show attainment levels which are, overall, above the local authority average. The levels of attainment of pupils admitted at the beginning of Key Stage 2, as shown in the national tests for seven-year-olds, have risen over recent years. They are now in line with national averages but are, overall, lower than those of pupils who have attended Long Lane throughout.

HOW GOOD THE SCHOOL IS

Long Lane is a good school. It is managed well and provides a very effective environment for learning. Pupils achieve well in their work and very well in their personal development. The quality of teaching is good. Adults show high levels of care and encourage pupils to do their best. The school is regarded well by parents. It gives good value for money.

What the school does well

- Pupils achieve especially well in English, science and information technology.
- Pupils are very enthusiastic about school, behave very well and get on well together; attendance levels are high.
- The school is a harmonious community and relationships at all levels are of high quality.
- Parents speak extremely highly of the school.
- The headteacher is very well respected by pupils, parents, staff and governors.
- The school is managed well by the staff and governors.
- Teaching is good overall and a high proportion of the lessons seen were very good or excellent.
- Provision for the welfare and safety of pupils is good.
- Strengths in music, history and geography teaching enable the older pupils to make good progress in these subjects.

What could be improved

- The most capable pupils in Key Stage 1 could achieve higher standards in mathematics and science.
- Girls do not do as well as boys in mathematics.
- Procedures for individual target-setting are at an early stage and do not yet support the school's efforts to raise standards.
- The accommodation places constraints on learning, especially for the youngest pupils and for the classes in open-plan areas.
- The written development plans do not describe the long-term vision well enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Long Lane Primary was last inspected in December 1996. Since then it has made good progress on most of the issues which were identified for improvement and in other key areas. It is well placed to continue to improve. The overall quality of teaching seen in this inspection was substantially better than previously. This reflects successful implementation of the national strategies for literacy and numeracy and improved structures for teachers' planning, a key issue from the last inspection. Teachers have developed units of work in all subjects and have improved the consistency of provision across those year groups which have two classes. Assessment procedures are now better

in the core subjects of English, mathematics and science, although other subjects do not yet have equally effective systems for monitoring pupils' progress. Special needs provision now supports the progress of pupils with behavioural difficulties; ancillary staff are generally deployed effectively for pupils with special needs. The school has maintained the high standards which were identified in 1996 in areas such as attendance, care for pupils and the provision for moral and social development. It has improved the quality of its spiritual provision and the standards of pupils' attitudes and behaviour have risen.

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	A	C	A	A	well above average A above average B average C below average D well below average E
mathematics	C	D	C	D	
science	B	C	A	B	

The results show considerable variation from year to year, especially in English and science. This is mainly due to the varying numbers of pupils with special educational needs in each group of pupils. The results for 1999 show that performance in English and science was well above the national average while in mathematics it was average. When compared to schools with similar intakes, performance in English was well above average, in science it was above average but in mathematics it was below average. The school has responded to the weaknesses in mathematics well and has implemented improvements. Over the past four years, the improvements in the school's results have broadly kept pace with the national trend. The target set for the oldest pupils in English in 1999 was exceeded significantly. No target was set for mathematics. Targets set in both subjects for the next two years, while not challenging, are based carefully on predictions about pupils' attainment as shown in tests.

Inspection findings are that pupils' achievements are at least satisfactory in relation to their attainment on entry to the school and they often made good progress in the lessons seen. Pupils who are now at the end of Key Stage 2 achieve above average standards in English and science. They achieve average standards in mathematics, where the recent improvements made in provision are yet to have a full impact. Pupils in Key Stage 1 achieve above average standards in all three subjects, with a high proportion achieving Level 3 in English. In mathematics and science, a higher than average proportion achieve the expected Level 2 by the end of Year 2; however, more are capable of achieving Level 3 than do so. Girls do not do as well in mathematics as boys. In information technology, pupils achieve expected levels by the end of Key Stage 1 and above expectations by the end of Key Stage 2. In religious education, attainment is in line with the expectations of the local Agreed Syllabus by the end of both key stages. Pupils of all ages make satisfactory progress in art, design and technology and physical education. In history and geography, progress is satisfactory in Key Stage 1 and good in Key Stage 2. In music, progress is at least satisfactory in both key stages and the many pupils who take extra instrumental and vocal tuition make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are extremely keen about school and very interested and involved in activities.
Behaviour, in and out of classrooms	Very good in lessons, in the playground and around the school generally.
Personal development and relationships	Very good. Pupils develop initiative and personal responsibility. They show great respect for others.
Attendance	Very good. Attendance rates exceed national averages and lateness is rare.

The school functions very well as a friendly and orderly community. Relationships are very good. Pupils grow in independence as they get older.

TEACHING AND LEARNING

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

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

The teaching seen was of high quality and evidence from pupils' previous work indicates that teaching has improved over time and is now good in both key stages. There were no under-fives in school during the inspection to judge teaching for that age group. In the lessons seen, almost all teaching was satisfactory or better, with 41 per cent considered good, a further 23 per cent very good and six per cent excellent. Only two lessons (three per cent) were unsatisfactory. Teaching in the key areas of literacy and numeracy is generally good and has benefited from the introduction of the national strategies for literacy and numeracy. Teachers plan effectively and generally cater well for the needs of all pupils, including those with special educational needs; occasionally, especially in Key Stage 1, the most capable children are not helped to achieve as well as they might and this is reflected in the end-of-key-stage results. Pupils are usually managed very well and this enables them to concentrate and make progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad range of activities for all ages is supplemented well by extra-curricular activities, especially for pupils in Key Stage 2.
Provision for pupils with special educational needs	Good provision generally, based on detailed, relevant individual education plans for pupils. Regular assessments of pupils' progress.
Provision for pupils with English as an additional language	Teachers give appropriate consideration to the needs of the small number whose first language is not English or who come to the school from other cultures.

Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. There are strengths in the provision for spiritual and social development and, particularly, in moral development. Satisfactory cultural provision.
How well the school cares for its pupils	Pupils' welfare has a high priority. Procedures for monitoring and promoting pupils' overall development are largely informal but effective. Assessment of pupils' progress is satisfactory.

The curriculum generally caters for the needs of all age groups and meets legal requirements. The multicultural aspect of provision is not developed as well as other areas. A wide variety of instrumental and vocal activities is provided in music. The school works very well in partnership with parents and parents' opinions are extremely positive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed well. The headteacher is very well respected and works very closely with the committed and hard-working staff team.
How well the governors fulfil their responsibilities	The governing body is well informed and efficient. It supports the school well while questioning sensibly what it does and understanding its strengths and weaknesses. Almost all statutory requirements are met.
The school's evaluation of its performance	The school generally analyses its results, teaching and curriculum well and consults widely on its further development. Its use of data to inform target-setting procedures is at an early stage. The written development plan outlines current priorities well but does not yet communicate the long-term vision.
The strategic use of resources	Resources are managed well and are directed to priority areas following detailed reviews of needs.

There are very good relationships which are encouraged by the able senior management team. The school is effective in seeking to ensure best value for money in its spending decisions by questioning what it does and by ensuring that funds are spent wisely. Levels of staffing are adequate and supplemented well by additional provision for music tuition. There are good levels of practical resources for learning. The accommodation has been developed and used to the full but continues to place considerable constraints on pupils' learning because of lack of space and the open-plan nature of some classrooms which leads to noise transfer and interruptions. The prospectus and governors' annual report to parents omit a few details required by law.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is led and managed well. • Staff are approachable. • The school expects children to do their best. • Children like school. • Teaching is good. • Behaviour is good. • Children are helped to become mature and 	<ul style="list-style-type: none"> • The amount and consistency of homework. • Information about children's progress. • The range of activities outside lessons. • The impact of the absence of a teacher.

responsible. • Children make good progress. • The school works closely with parents.	
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Parents' views were almost all very positive. They disagreed with each other about homework with some wanting more and some less. Inspectors feel that homework is good and supports pupils' learning. Information about progress and levels of extra-curricular activities are considered by the inspection team to be good overall. The school has taken effective measures to minimise the disruption caused by recent absence of a teacher.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In 1999 the school's results in the national tests for its oldest pupils in the core subjects showed that performance compared to national averages was:-
 - well above average in English,
 - average in mathematics,
 - well above average in science.
2. When pupils' results are compared with schools with similar intakes, performance was:-
 - well above average in English,
 - below average in mathematics,
 - above average in science.
3. The trend in results for the school's 11-year-olds over the past four years has been erratic from year to year but overall has risen in line with improvements nationally. One reason for the variations each year has been the differing proportions of pupils with special educational needs in each year group. However, the school has identified that, in mathematics, the disappointing results in 1999 were also partly due to the quality of teaching and to the amount of time given to the subject in the school as a whole. It has taken urgent action to improve provision and indications are that this is proving successful, although it has yet to have a full impact on the oldest pupils. In English and science, a high proportion of pupils has achieved the higher than expected Level 5.
4. The school exceeded its stated target for English well in 1999 and had not set a target for mathematics. It has set targets for future years in both subjects which aim for overall improvement and are based on appropriate testing and teachers' assessments of pupils in subsequent cohorts. The targets are modest and do not reflect the extent to which, in reality, teachers aim for ever better results with their pupils.
5. Inspection findings for the current Year 6 group show them attaining above average standards in both English and science. Attainment in mathematics is average and does not yet reflect the recent improvements in provision. Indications are that pupils began the key stage with levels of attainment which were, at best, average. They have made sound progress in mathematics in relation to these levels and good progress in English and science. The high standards in literacy and science and sound levels of numeracy equip pupils well for the demands of the entire curriculum.
6. In Key Stage 1 in 1999, pupils' results in national tests showed that they were:-
 - well above average in reading,
 - well above average in writing,
 - above average in mathematics.
7. When compared with similar schools, they were:
 - well above average in reading,
 - well above average in writing,
 - average in mathematics.

8. Teachers' assessments in science for this group show results which are very high for the number of pupils achieving the expected Level 2 by the age of seven but with a below average proportion achieving the higher Level 3. Inspection findings are that attainment in Year 2 is currently above average in all three core subjects.
9. In English, by the end of Key Stage 1, pupils are effective listeners and confident speakers, expressing their thoughts and ideas clearly. By the end of Key Stage 2, pupils have a wide and expressive vocabulary, share ideas and give well considered reasons for their views. They use specialist vocabulary well. The younger pupils read accurately and with understanding. By the age of eleven, pupils tackle a wide range of texts confidently, make informed choices of books and show a good understanding of elements such as inference and deduction. By the end of Key Stage 1, most pupils write independently with logical spelling and simple punctuation, while the oldest pupils in Key Stage 2 produce varied and interesting writing which conveys meaning clearly. Pupils of all ages develop good handwriting and present their work well.
10. In mathematics, by the age of seven, almost all pupils have a good grasp of number and of aspects such as shape, space and data handling. Few work at levels higher than those expected for their age in class but there are indications that they are capable of doing more. By the age of 11, pupils are secure in working with the four operations of number. They have a satisfactory understanding of other aspects of their work; for example, they collect and use data to produce graphs and charts and acquire a good specialist vocabulary.
11. In science, by the end of Key Stage 1, a high proportion of pupils show an appropriate level of knowledge of scientific facts and their ability to carry out practical investigations has improved recently. However, in this subject also, while there are very few low attainers, few have the opportunity to work at the higher Level 3. By the end of Key Stage 2, pupils show a good understanding of facts in all the required topics and this age group has also improved its skills in practical and investigative work and in reporting and recording work.
12. Pupils reach broadly expected levels in information technology by the end of Key Stage 1, although their knowledge of data handling is limited. By the time they are eleven, pupils show impressive fluency handling computers and have developed knowledge and skills in a wide range of applications. In religious education, pupils' attainment is in line with the expectations of the local Agreed Syllabus in both key stages and they develop appropriate understanding of Christianity and of a range of other world faiths.
13. Pupils make sound progress in art, design and technology and physical education in both key stages and in geography and history in Key Stage 1. In Key Stage 2, progress is good in geography and history. In class music lessons, progress is satisfactory overall and for many pupils, especially in Key Stage 2, it is supplemented well by the good progress made in learning one or more instruments or in extra singing activities.
14. The youngest pupils are admitted to the school with levels of attainment which are generally above the local authority average. The results of the baseline assessments show that children start school with above average skills in language, mathematics and in their personal and social development. Consequently, when they start their statutory education, their attainments are above what is expected for their age in these areas of learning. At Year 3, the additional intake from the nearby infant school is admitted with levels of attainment in national tests which are, at best average and have been below average in recent years. In general, pupils in all age groups achieve at least satisfactory progress over time in relation to their attainment on entry to the school. Recent initiatives and improvements in teaching have led to good progress in many lessons and are gradually having a positive impact on pupils' overall achievements. There is evidence in both Key Stage 1 and in Years 4 and 5 that girls do not do as well as boys in mathematics and, to a lesser extent, in science. Pupils with special educational needs receive appropriate work and make progress at similar rates to their peers. This includes those who have a formal statement of need who make good progress in relation to their prior attainment and to the targets set for them. Pupils' needs are identified early and the school uses its testing and assessment systems to set appropriately challenging targets. The school plans to develop this to include special needs in mathematics within this academic

year. The very small number of pupils for whom English is an additional language or who come from contrasting cultures are supported by staff and make appropriate progress.

15. Compared with the last inspection report, standards have risen in English in both key stages and in science in Key Stage 2. Progress in history and geography has also improved at Key Stage 2. In other subjects, the school has maintained the standards identified at that time.

Pupils' attitudes, values and personal development

16. The last report stated that pupils had sound attitudes to learning, generally behaved well, had good relationships with staff and other pupils but had few opportunities for independent learning. Now all aspects of the pupils' personal development are very good, have a significant impact on the standards attained and are a considerable strength of the school.
17. The pupils are eager to come to school. Their purposeful and happy attitudes are distinctive features which allow the school to function very well in restrictive accommodation, particularly at Key Stage 1 and Year 3. Throughout the school, pupils are very receptive to the pace and expectations of lessons and of school routines; they move easily between tasks and areas without loss of time. They consistently show high motivation, are interested and keen to learn and have a good work ethic reflecting the school motto of 'Strive to Succeed'. They are attentive, listen well and are responsive to the good teaching as well as having the confidence to express opinions.
18. The behaviour of the pupils throughout the school is very good and only very few examples of excessive noise in lessons or silly behaviour were observed. There is a common understanding of the boundaries of good behaviour, so that teachers and pupils work in a calm and productive work atmosphere. The discreet and clear control demonstrated by all staff means that pupils rarely over-react. Pupils are usually very occupied with a variety of activities when outside the classroom and this, coupled with a strong awareness of self-discipline, means that behaviour around the school is very good. Bullying is very rare and pupils are happy that any oppressive behaviour is dealt with effectively by staff. There have been no exclusions from the school for at least eight years. Bad language was not observed and there have been no incidents of theft.
19. The pupils, the staff and the parents work together as a family unit with a strong ethos in which mutual respect and harmonious relationships help to promote an effective teaching and learning environment. The school prides itself on its teamwork and this is very evident in its quality of relationships. Relationships between adults and pupils and between older and younger pupils are exceptionally good. The headteacher and staff often take lunch with their pupils and show a willingness to be involved with all pupils throughout the working day and after school. There is consistent evidence of trust and empathy. Boys and girls play well together and are mindful of their impact on each other. They genuinely value each other, respect each others' opinions, and work together amicably, as well as applauding each others' efforts when successful. The 'caring culture' of the school is very evident in the everyday life of the pupils and they willingly help each other when in difficulties. Pupils are courteous and polite; they welcome visitors to the school, easily engage them in conversation and show pride in their school and their work.
20. The personal development of the pupils is very good throughout their time in school. The all-embracing school ethos of being made to feel special has a fundamental effect on the personal development of each pupil from their first days in the school. The school is not yet totally successful in establishing the majority of pupils as truly independent learners, although some progress in this aspect has been made since the last report. Both in the classroom and around the school, pupils take responsibility for routine tasks and discharge them willingly and sensibly. Although they are provided with relatively few opportunities to take on major responsibilities through teams or a school council, they do display personal initiative and leadership. A Key Stage 2 pupil organising a basketball club during the inspection was particularly memorable. This is a very caring community and great emphasis is placed on the school's involvement with the charity Children's Aid Direct. It allows pupils to feel positive about themselves and to consider others and many have participated in fund-raising efforts, at

their own initiative, by giving their pocket money and spare time.

21. The school has consistently improved its level of attendance since the last report and it is now very good. All classes have attendance levels well above the national average and many pupils have exemplary attendance throughout their time in school. Unauthorised absences rates are rare but family holidays are a very significant reason for authorised absence. Pupils are very punctual in arriving at school and lessons begin promptly. The school has received very conscientious help from the same educational welfare officer over a long period. There are no indications of any truancy.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is good for all age groups. During the inspection, teaching was at least satisfactory in 97 per cent of lessons. Forty-one per cent of lessons were good and a further 23 per cent very good. Four excellent lessons (six per cent) were seen. Only three per cent of lessons (two lessons) were considered to be unsatisfactory. These figures are a substantial improvement on the previous inspection when sixteen per cent of lessons was considered unsatisfactory and there was little very good teaching. Improvement has taken place particularly in Key Stage 2. Inspectors' overall judgements about teaching are based on evidence from the lessons seen, from looking at pupils' previous work and from talking to pupils and teachers about what they do. There were no under-fives in the Reception class at the time of the inspection so that no direct evidence from this age group was available.
23. Literacy and numeracy are given a high priority in both key stages. They are taught well and there are particular strengths in English teaching. The school has implemented the national strategy for literacy well and this has supported pupils' high levels of achievement. In mathematics, there has been a successful introduction of the numeracy strategy. This has had an immediate impact on the quality of teaching in mathematics which has improved and it has started to show an improvement in pupils' achievements. Programmes of Additional Literacy Support for the younger Key Stage 2 pupils and booster classes in Year 6 are satisfactory. The overall good teaching of basic skills in English and mathematics equips pupils well for their work in these key areas and underpins their understanding of all other subjects. In Key Stage 1, however, work in mathematics is not always planned to cater fully for the range of pupils' capability with the result that the highest attainers are not challenged enough to succeed. In Key Stage 2, effective use is made of grouping pupils into sets for mathematics on the basis of their attainment levels and this generally promotes progress well.
24. Teaching in science is generally good. It equips pupils, including those with special needs, to achieve expected levels, although here again the potential high attainers in Key Stage 1 are not fully stretched. Planning for the practical and investigative aspects of science has improved and is now fully integrated into teachers' plans. Teaching in information technology is at least sound and is mostly good for the older pupils who are given a wide range of activities to promote their interest and progress. Teaching in religious education is satisfactory in both key stages.
25. Teaching is sound in art, design and technology and physical education and promotes pupils' satisfactory progress. In art and design and technology, teachers in some classrooms are constrained by the limitations of the building and of their cramped classrooms. This is also a factor in some science lessons. It makes the organisation of practical activities difficult and does not enable teachers to allow pupils to be as independent as they would wish, for example, in choosing from a range of equipment for their work. The teaching of history and geography is satisfactory in Key Stage 1 and often good in Key Stage 2. Class lessons in music are soundly taught overall. There is good additional teaching in instrumental and vocal tuition; this often involves the effective use of specialist staff from the local music service who have high levels of expertise or of similarly skilled members of the school staff who lead activities such as the choir, orchestra and recorder clubs.

26. Teachers' planning is effective and has benefited from action on the key issue defined in the previous report. Strengths include carefully defined units of work, clear learning objectives and the procedures for planning in year group and key stage teams. Most lessons have a clear structure and teachers explain tasks well. Pupils respond well and acquire skills, knowledge and understanding efficiently. Most lessons are well paced. Teachers generally organise their own time and that of support staff well to enable them to work with as many pupils as possible and give high levels of individual attention. This is effective in the system used in some lessons in Key Stage 2 of a 'focus' table where groups of pupils are given particular attention in turn. Occasionally, learning support assistants are not fully employed in the introductions to literacy and numeracy sessions.
27. Teachers give pupils regular feedback on their work and mark work regularly. The extent to which marking effectively supports further progress by diagnosing the next stage in learning is inconsistent across classes. There is a useful initiative in one class to set individual 'small step' targets for improvement for pupils but this policy is not yet widespread. Its further implementation would improve pupils' knowledge of their own learning. Homework is used well to support pupils' learning, especially in the basic skills of literacy and numeracy but also in other subjects such as information technology and religious education.
28. A significant strength of the school is the high quality of relationships which permeates all activities. Teachers promote these very well by their pleasant, friendly manner and by the ethos of teamwork which is evident throughout. All adults treat pupils with respect and almost always manage their behaviour well. This results in pupils feeling valued and wanting to work. They respond with high levels of effort and complete good quantities of work.
29. Pupils with special educational needs are taught well. When teachers are concerned that pupils are performing less well than the other pupils in the age group, they are monitored closely and learning support assistants give them extra help in literacy and numeracy lessons. Once placed on the special needs register, clear targets are set for them to achieve in individual educational plans. Pupils with a statement of need receive good quality support from their assistants who work closely with the class teacher and outside specialists to provide the most appropriate teaching for them. Pupils with special needs in Key Stage 2 benefit from small group teaching during the extra literacy and numeracy booster classes provided to raise standards with special government funding. Although pupils know in general terms why they are receiving extra help, they do not share the targets set for them and therefore have no clear view about how they are progressing or what they need to do to improve. The very small number of pupils who come from different cultures or who have English as an additional language are supported appropriately by their teachers and by ancillary staff.

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

30. The previous inspection acknowledged the school's curriculum as being broad and balanced and planned soundly in discrete subjects. It also highlighted weaknesses in how plans were structured and the need for an overall framework to support further action on long-term planning and the completion of schemes of work.
31. The school has since made considerable improvements in that long-term planning and schemes of work have been modified in most subjects in line with the National Literacy and Numeracy Strategies and the available national guidelines in other subjects. Staff also spend more time planning collaboratively and monitoring the quality of plans.
32. The curriculum for the under-fives is appropriate for most areas of learning as far as the restricted accommodation allows, although activities for children's physical development are not planned explicitly in line with national guidance. It generally leads smoothly to the early stages of the National Curriculum. It is based on the foundation curriculum that will be introduced nationally at the end of this academic year. This is an improvement on previous provision when pupils under five in the mixed Reception/Year 1 class followed a modified Key Stage 1 curriculum. However, much of the provision is severely curtailed by lack of space.

Pupils follow the Reception year curriculum specified in the national numeracy and literacy frameworks, the local Agreed Syllabus for religious education and the school's physical education and music schemes of work.

33. The curriculum for Key Stages 1 and 2 meets statutory requirements, while offering a good range of additional learning opportunities. Parents have rightly commented on the curriculum having a positive impact on teaching and learning and on the high level of musical tuition. English and mathematics are given appropriate priority and all classes have daily literacy and numeracy sessions. The strategies employed for development are good in literacy while those for mathematics are satisfactory. The curriculum incorporates the principles of equality of access, although a few pupils miss the after-school information technology session offered at the local secondary school. Instrumental music tuition occasionally means that pupils miss other lessons but the school attempts to minimise the disruption caused by this, while preserving these extra opportunities for pupils. The religious education curriculum is consistent with the local Agreed Syllabus. Personal, social and health education are taught. Pupils receive sex education and are made aware of the dangers of drugs. The curriculum is enriched by school visits and a good range of extra-curricular provision including sporting, musical and other activities. These represent a high commitment of the staff's time. The provision of homework makes a good contribution to pupils' learning and attainment. The quality of the contribution made by the community to pupils' learning reflects the very good links that the school has maintained since the previous inspection. These include charity links, collaborations with the local secondary college in music and drama and a highly successful annual fete which involves many local people. Relationships with linked infant and secondary schools are good and contacts and the transfer of information between staff support pupils' overall progress.
34. Pupils with special educational needs are well provided for and national recommendations are met. They have full access to the curriculum and extra-curricular activities. Groups of pupils are sometimes withdrawn from the classroom for specialist teaching but this links well with the work happening in the classroom. This is an improvement since the previous report where pupils missed vital parts of other lessons to receive support teaching. All pupils on the school's special needs register have clear and suitable individual education plans, which are followed well. Pupils with special needs in Years 4 and 6 benefit from taking part in the extra government funded classes in basic skills. Curricular provision promotes inclusion of all pupils with special needs.
35. The curriculum meets statutory requirements and is good in the quality and range of opportunities it offers. However, planning needs reviewing to ensure that coverage in Key Stage 1 caters for the higher attainers, especially in mathematics and science. The school has rightly identified the need for an audit of its current subject time allocations and plans, in the light of the revised curriculum which will be introduced nationally next term.
36. The overall provision for pupils' spiritual, moral, social and cultural development is good, contributes strongly to the development of all pupils as good citizens and is supported unreservedly by the parents. Both the provision for moral development, which is now very good, and provision for spiritual development, which is now good, have improved significantly since the last inspection. The provision for social development remains at a good standard whilst the provision for cultural development remains at an overall satisfactory level but is unbalanced due to the lack of a wide multicultural dimension.
37. The headteacher strikes an appropriate balance between secular and spiritual issues in assemblies. He has a unique and zestful commitment to daily acts of worship and has used them to review such school topics as teamwork, the code of conduct and the school badge and motto, as well as looking at biblical themes from the Old and New Testaments. Pupils are given the chance for private reflective moments and can take part in prayer voluntarily. Additionally the school has regular celebration assemblies, which enhance the very positive and happy school ethos, as well as raising the self-esteem of the pupils. Both the assembly programme and religious education lessons emphasise Christian values but also consider the beliefs and values of other faiths. The statutory requirements regarding acts of worship are fully met. The calmness of the school is further enhanced by a memorial garden – 'Debbie's

Garden' – where pupils can enjoy quiet, more reflective activities. Pupils have great respect for this area. The school places great store upon its involvement with the charity Children's Aid Direct, which inspires many efforts from the pupils on behalf of less fortunate children around the world. During the inspection, occasional moments of awe and wonder were observed when pupils watched the effects of mixing paint, considered the relative sizes of the earth, moon and sun and when the whole school had a moment of true happiness when singing and reacting to syncopated music in assembly. The opportunity for such experiences contributes well to pupils' overall spiritual development.

38. Through the leadership and vision of the headteacher, which is communicated well to all staff, the school seeks to create an environment where pupils will develop a value system which will serve them throughout their lives. Its aims and the motto of 'Strive to Succeed' underline this determination to provide all pupils with a clear moral framework and teachers ensure that the principles which distinguish acceptable and unacceptable behaviour are applied consistently and fairly throughout the school. The spirit of commitment and caring are present from the time pupils enter the school in the morning until they depart in the evening. Pupils are expected to act responsibly, apply self-discipline and be courteous and helpful at all times. Through personal and social education lessons they develop an understanding of right and wrong by considering a variety of moral dilemmas. Pupils are made to feel special and are given an awareness that they have the power to affect events for the better.
39. The strong moral provision in turn helps to promote good social development. This can be witnessed on a daily basis through the teamwork and co-operative interaction amongst pupils and between pupils and teachers. Pupils and teachers often give the impression of being on a joint excursion in learning. Pupils are enabled to grow in confidence throughout their time in school. The range of class and whole-school duties could be further enlarged to allow pupils to exercise greater responsibility and independence. However, the strong element of charity work allows many opportunities for initiatives in social development.
40. The majority of pupils in the school have a white United Kingdom heritage and they are given an effective understanding of their own culture through the curriculum and a sufficient programme of visits. This provision is closely linked to the school's emphasis on equal opportunities and the importance of valuing everyone as part of the school community. Hence paintings are produced in the style of European artists, history mainly focuses on British topics and displays of people whom the pupils admire are from a fairly narrow group of sporting or pop stars. The school has no multicultural policy at present and the libraries contain only a sprinkling of multicultural books. The programmes for music and religious education support pupils' understanding of other cultures. Assemblies have given pupils an awareness of figures such as Martin Luther King and pupils are given some appreciation of the world and underlying events in other countries. However, there is not yet a strong awareness of living in the culturally diverse society that is modern Britain and little planned support or celebration of the cultural heritage of the small number of pupils from ethnic minorities that are represented in the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Since the last inspection, the school has improved many aspects of its support, guidance and welfare provision which now functions at a very good level, in line with its stated aims. Attention to high quality welfare positively contributes to the good progress and development of all pupils. The headteacher and staff are involved with the pupils throughout the school day and this constant contact ensures that all staff have a very secure knowledge of their pupils. This is further reinforced by the close relationship between parents and staff and by their frequent, informal meetings in a harmonious atmosphere at either end of the school day. The headteacher and his colleagues accept their pastoral role with enthusiasm and display a diligence and commitment beyond the call of normal duty. Pupils feel supported by this integrated community without any loss of their independence and in turn promote the caring culture and ethos of the school. Parents admire the headteacher and staff for their efforts and value the school as a safe, sensitive and caring environment.

42. The knowledge and ability of the headteacher and staff to design individual strategies for each pupil's academic performance are effectively supported by procedures for monitoring progress and development within the core subjects. However, the monitoring of progress and development of non-academic aspects, including personal development, is not yet well developed as the school does not have formal written procedures and relies on discussions at staff meetings. Pupil-based information systems are well updated by the school secretary and are sufficiently focused and meaningful to support any emergency. There is very good liaison and relationships between the infant feeder school and this school before, during and after transfer of pupils at age seven, so anxieties are reduced to a minimum for parents and pupils.
43. The school has a good range of support, guidance and welfare policies which underpin its actions. However, the need for policies relating to multicultural aspects and racism should be reviewed as they would give the school a greater balance to its curriculum provision and a greater understanding of dealing with any future incidents involving ethnic minorities within the school. Policies are implemented consistently across the school and with a good understanding by all staff to produce the desired results. The school welcomes outside agencies to support the pupils on a routine basis or if there are specific problems. Both the school nurse and the educational welfare officer cover the feeder infant school and the secondary school and have had a long and effective association with this school, so that there is good continuity over the whole school life of pupils. Child protection procedures are very good. The headteacher has received further training in these procedures in the last year and has in turn updated training for staff. There is good support from the outside agencies for child protection issues when necessary.
44. The school has high expectations of behaviour and its procedures for promoting good behaviour are very effective. The headteacher's very determined focus on this important issue since the last inspection has had a universal influence that is now producing very good results. The code of conduct is widely and consistently displayed throughout the school and has been the focus of a whole-school assembly. Pupils are involved in developing or endorsing class rules at the start of each term but the accent is on self-discipline and mutual respect so that pupils are encouraged to be trustworthy in all situations. The constant contact with caring adult models throughout the day and the all-pervasive good behaviour culture, in which pupils know the boundaries, have an undoubted very positive effect. Appropriate awards and sanctions are in place but neither is over-emphasised. The school is very vigilant in detecting any poor behaviour in the school and has been very effective in virtually eliminating any bullying or inter-personal conflict.
45. Attendance procedures and systems are excellent and have produced good results over many years. The staff efficiently takes registers at the beginning of each session so that they do not intrude on the school day. Computerised registers are completed in a statutory manner and their analysis displays rigour and the commitment of the school to this aspect. Unauthorised absence is practically zero due to the zealous efforts of the office staff in contacting parents immediately when pupils are absent. Parents are very aware of their statutory obligations and both pupils and parents are determined to attend school at the start of the day. However, the incidence of parents requiring holidays within the term is high, despite the school's best efforts.
46. The school is a safe environment for all pupils and staff. The level of minor accidents appears to be slightly above expected levels and is worthy of review but may be due to the diligence in keeping meticulous records. There is a very good complement of first-aiders. Health and safety procedures are very good under the guidance of an enthusiastic and knowledgeable parent governor. A few minor health and safety points were dealt with immediately during the inspection by the dedicated caretaker. Caretaking and cleaning staff work diligently and successfully to maintain the appearance and safety of the site. The catering staff contribute well to pupils' overall welfare by providing well-balanced meals at lunchtime which are served in a friendly and orderly atmosphere.
47. Procedures for assessing the achievements of the under-fives are generally effective. Each intake of children under five is small and the teacher quickly establishes individual strengths and weaknesses, both through observation and by talking to parents and plans her teaching accordingly. It is not school practice to keep written assessments to establish how children are

progressing towards the nationally set goals for pupils to achieve by five and the curriculum is not designed to facilitate this. The statutory baseline assessments are carried out during the children's first term in full-time school and future lessons and individual targets are planned based on achievement in them.

48. In both key stages, procedures for assessing pupils' attainment and progress are good in English, mathematics and science. There is regular assessment in these three subjects as pupils progress through the school. In information technology, assessment procedures are at an early stage but have been acknowledged by the school as an area for improvement. Assessment in religious education is largely informal and insufficiently linked to the requirements of the Agreed Syllabus at present; this has been defined as an area for improvement and the school is awaiting further guidance to support this.
49. A key issue in the previous inspection was to extend assessment procedures to monitor individual pupils' progress in all subjects and to assess outcomes and trends to inform short-term planning. Since that inspection, the school has rightly focused on new initiatives in literacy and numeracy and has kept fully up-to-date with the new guidance concerning other subjects. Assessment on entry, statutory tests at the end of each key stage, non-statutory tests in Years 3, 4 and 5 and standardised testing in reading, spelling, mathematics, science and verbal reasoning provide the school with a wealth of information on pupils' attainment. Units of work include opportunities for ongoing assessment which is mostly informal in all other subjects. Assessment enables teachers to adjust their lesson plans to take into account areas which need revisiting. Teachers' marking supports the ongoing assessment of pupils' work but does not always provide good evaluation and set targets for improvement.
50. Test results are used effectively to identify areas which need development and to target pupils for additional support. They provide an overview of pupils' attainment. They are not yet, however, used successfully to predict and plan for each individual pupil's future standards. With the exception of one class, pupils are not involved in the setting of their own targets which would help them to improve and achieve even better results in all their subjects. Particularly in mathematics and science, it means that teaching does not always stretch those capable of higher achievement. Records of pupils' attainment in English, mathematics and science are readily accessible and there is a well considered schedule for testing and monitoring pupils' progress in key areas. This results in work samples which are kept to provide deeper insight into how pupils are improving, although the random ordering of work samples in files does not facilitate an efficient overview of their progress. Records for other subjects are less structured and are inconsistent throughout the school. This makes it difficult to ascertain how well individual pupils are doing and to assess their progress in the acquisition of the necessary skills.
51. Procedures for identifying, assessing and reviewing the progress of pupils with special educational needs are satisfactory and fully meet the recommendations of the national Code of Practice. The school ensures it meets the provision outlined in pupils' statements of special educational need. In addition, it provides trained learning support assistants effectively throughout the school, which is an improvement from the previous inspection. Reviews take account of the progress that has been made and new arrangements are made accordingly. The baseline assessment in pupils' first few weeks at school is used well to identify pupils' needs in literacy as are the twice-yearly standardised spelling and reading tests. There is a clear system for identifying and supporting pupils with behavioural and physical needs. There is no system to identify or support pupils who may have mathematical special needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Many features of the relationships with parents have improved since the last inspection and the partnership with parents is now a major strength of the school. The effectiveness of the school's links with parents and their impact on the work of the school are very good, whilst the quality of information for parents and their contributions to their child's learning are generally good. The school has a very good reputation in the locality and has a growing number of pupils on roll. A considerable number of pupils make onerous daily journeys from outside the catchment area and this is a testament to how parents regard the school. In the pre-inspection questionnaire, at the parents' meeting and through direct contacts with parents during the inspection, they express an exceptionally positive and growing level of approval for the school and they recognise and greatly value the efforts of the headteacher, staff and the governors. There are no areas of significant parental dissatisfaction, though the anxiety caused by the long-term absence of a teacher is still apparent.
53. The aims of the school embrace the parents as important members of the team and key promoters of its caring culture and both concepts are very well implemented in practice. Parents are asked to come and play a role within the school and parent volunteers provide an additional resource both inside and outside the classroom on a regular basis. Parent governors are enthusiastic, hold many positions of responsibility and show a good knowledge of the future challenges for the school. The School Association is an essential element in promoting and developing the distinctive happy family ethos that pervades all aspects of the community. The committee is hard-working and enthusiastic and beneficial to the school, both financially and in terms of the integration of all parents through the many events that it holds.
54. Both the prospectus and the annual governors' report to parents are documents which are presented well but omit a few points of statutory information. School policies and procedures are well written and parents could benefit from these being displayed in the school, along with information on the School Association. Other written communications are sufficient, respectful to the role of parents and give them enough time to respond. A major strength of the school's communications with parents is its commitment to be welcoming and listening and trying to reduce parents' anxieties. The school has an open door policy, whereby all parents are encouraged to raise issues with staff at the beginning and end of the day. Staff, including the headteacher make themselves available on a daily basis. This allows informal communications to flourish, so that problems do not grow. All formal open evenings are well attended. There is a policy for reporting to parents and the school has purchased a computer program for the generation of the annual pupil reports to parents. The class teachers tailor these reports to the individual pupil so that, at both key stages, they give comprehensive and perceptive feedback into pupils' abilities in all subjects. Reports include general targets and space to allow parents to express their feelings but lack space for pupil comments. These reports can be discussed jointly with staff and parents in one-to-one dialogue, as parents feel necessary. To date parents have indicated a very good acceptance of this style of report.
55. There is close contact with the parents of children who are under five. They are invited to school before their children are admitted to learn about school routines. They receive good information through the reading diary and daily contact with the teacher about how to help their child at home and this contributes positively to children settling in happily. They attend open evenings in parallel with the rest of the school.
56. The growth of the educational partnership is a good feature of the school. Over nine out of ten parents have signed the home-school agreement. There have been information evenings for literacy and numeracy for all parents and the information pack for parents on numeracy is particularly informative. However, parents would welcome greater information on termly work in all classes in line with the good practice in some year groups. The majority of parents approve of the present homework policy and arrangements and feel well informed through the homework diaries that are used after Year 4. A few parents expressed concerns that there was too much homework to enable their children to take part in other activities outside school and that, on occasions, there are inconsistencies between parallel classes in the amounts of homework given. There is a close collaboration with the parents of pupils with special educational needs and together they produce relevant individual educational plans with targets

which result in good progress. All parents of pupils with special needs are involved well in the regular formal and informal reviews of provision.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The school is led and managed well. It has a clear and appropriate statement of its aims for pupils and these are reflected well through its policies and management procedures. The headteacher is held in great respect by pupils, parents and staff. He works closely with his able deputy and together they promote the very positive atmosphere which pervades the school. The staff are all hard-working and committed. They work well as a team with the welfare and progress of pupils at the centre of all they do. Areas of responsibility are generally delegated well, although the overall management of children under five is an area yet to be fully considered. The senior management team increasingly promotes high standards in all aspects of the school and enables effective teaching and learning to take place. Good progress has been made overall since the last inspection on the key issues defined for action at that time and on improvements to teaching and the curriculum.
58. The headteacher is accessible, approachable and open. He makes himself available to pupils and parents daily whenever possible. He makes time to be with pupils during the day, especially at lunchtimes when he is usually found organising activities and talking to pupils. He is an able administrator and a caring professional. He has taken an increase in his already heavy workload in recent months by sharing the teaching of a class where the teacher has been absent so that continuity has been assured as far as possible for this group of pupils. At the same time he has continued to lead the school cheerfully through an extensive building programme and the turmoil and inconvenience that this has caused.
59. Special needs provision is managed well overall. The headteacher and special needs co-ordinator work closely together and have a good overview of provision for pupils on the school's special needs register and they regularly liaise with class teachers and learning support assistants. Governors support the school's work in special needs well and regularly monitor school provision. Whole-school training has been undertaken to adapt the numeracy and literacy strategies for pupils with special needs. The special needs register has recently been computerised. The co-ordinator plans to monitor it over time to ascertain whether pupils are making progress against their own targets and thereby moving down or off the register, which is not done at present.
60. Governors are well informed, active and supportive of the school. They question what it does and are generally clear about its strengths and weaknesses. Under the effective leadership of the Chair, they work closely with staff and parents and maintain good relationships. There are productive links between the School Association and the governing body. Governors have an appropriate committee structure which works efficiently. They also visit the school regularly and are knowledgeable about its day-to-day working. They monitor teaching and the curriculum more formally in areas such as literacy, numeracy and special needs and thus become involved in determining where the school could improve. Occasionally a governor who works on the school's staff acts in a monitoring role on behalf of the governing body and this is inappropriate. Governors ensure that almost all statutory requirements are met but there are a few omissions from the prospectus and from their annual report to parents.
61. The headteacher takes a lead in the monitoring, evaluation and development of teaching and learning. Together with the relevant co-ordinators, monitoring has concentrated on the focus areas of literacy and numeracy recently and has supported improving standards. It is planned for wider monitoring to take place and a recent appointment has been made to enable this to happen. While almost all staff are obviously committed to raising standards, the stated targets set for pupils achievement are modest and the literacy target, for example, was far exceeded last year. Overall targets are not yet set at management level for pupils other than the oldest in Key Stage 2. The monitoring of pupils by gender or ethnicity is at an early stage and does not yet inform teachers' planning procedures.
62. The school development plan sets out priorities and targets for the current year. Governors,

and teachers contribute well to the plan. They take into account parent and pupil views as far as these are known, although there are few formal mechanisms to gather information from them. Once set, the development plan is a working document and is reviewed and modified accordingly. The plan determines how available finance will be targeted and gives clear criteria by which the success of initiatives will be judged. In practice, staff and governors frequently consider issues for the school in a longer term than is covered by the plan but these strategic discussions are not included in the written plan. The managers of the school have an appropriate long-term vision for its future but this does not appear as a coherent written statement for development.

63. Financial planning is detailed and thorough and enables the school to make good use of its resources. Expenditure is carefully considered and linked to educational priorities. The use of any available funds carried forward between financial years is carefully earmarked, currently, for example, to set up a new classroom for next year. Governors are involved at every stage of the budget-setting process and are kept well informed about expenditure which they monitor closely. Financial regulations and controls are fully in place and the most recent auditors' report was very positive. The funding for special educational needs and other funding from special grants is carefully targeted, managed and documented. The school increasingly seeks to ensure best value by comparing its performance with other schools, by questioning the effectiveness of what it does, by consulting on its further development and by carefully comparing prices and contracts.
64. Administrative staff are very efficient and help to ensure the smooth running of the school. The school makes increasing use of new technology to support its administration. Unusually, it has only recently computerised its budget management systems. This introduction has worked well and has supplemented the already efficient use of computerised registration systems. Assessment software has recently been acquired which will simplify the processing of information on pupils. In the school generally, good use is made by staff and pupils of information technology to support academic work and to forge links with the wider community via the Internet.
65. The staff are appropriately qualified and there is a good balance between experienced and less experienced teachers. There are sufficient teachers and support staff, although difficulties in finding supply teachers often result in extra heavy demands on the headteacher's time. Specialist teaching in music has a very positive impact on pupils' achievement and progress. Effective use is made of individual strengths in extra-curricular activities. The quality of the teaching shows that teachers' qualifications and experience are well matched to the demands of the National Curriculum.
66. A key issue in the previous inspection was to deploy more effectively the special educational needs assistants and other helpers to recognise the needs of Key Stage 2 pupils. This has been successfully addressed with pupils' needs identified and support directed effectively to those who need it most. Support staff are fully involved in training opportunities and make valuable contributions to pupils' learning. The site manager contributes to pupils' welfare by careful attention to standards of safety, cleanliness and maintenance. Catering staff contribute efficiently to pupils' overall welfare. Teachers new to the school are well supported by their colleagues and newly qualified teachers receive good help and guidance from an induction tutor and a mentor. Appropriate appraisal procedures are in place for all staff, although currently 'on hold' awaiting national guidance. Training needs are identified through discussion with the headteacher and through the school development plan. National priorities are suitably reflected and staff support each other in working towards common goals.

67. The school struggles to cope with the restrictions of very limited space. As found in the previous inspection, the teaching of practical science and food technology is hampered by the very cramped accommodation. Many rooms are small and create difficulties for pupils in seeing everything that is going on and in free movement in practical lessons. Several classrooms have to be used as thoroughfares for anyone wishing to go to adjoining rooms. This can severely disrupt pupils' concentration and attention to their work. Every available corner has to be used if pupils are to be able to work in small groups or receive music tuition. The room used for Reception pupils is inadequate and does not allow an appropriate curriculum to be taught. The impact of many good lessons is reduced by the noise or presence of others intruding on classroom space. Toilet provision is very poor and does not reach recommended levels. There are insufficient toilets for the number of pupils at the lower end of the school and access to them again affects the learning of others. Libraries are well organised but their effectiveness in supporting pupils' learning is limited by their position and the need to use them for other activities. The school is to be congratulated for its innovation in limiting the negative impact of poor accommodation. Every effort is made to provide pupils with a bright, stimulating environment which will enhance their learning opportunities. Outdoor areas are spacious, very well maintained and attractive. The memorial garden makes a particularly positive contribution to pupils' personal development.
68. The school has a satisfactory range of books, materials and equipment to support learning in all areas of the curriculum. The cramped accommodation has an impact on the storage of resources, meaning that pupils cannot easily be provided with the choice of equipment and materials which some subjects require; they are unable to access all resources themselves and must rely on what is brought into the classroom by the teacher. This approach is again restricted by a lack of classroom space. Displays throughout the school are of a high standard, combining pupils' work with artefacts and informative labelling. They set pupils a good example and reflect the value given by all staff to pupils' work. There is a good range of fiction and non-fiction books and care has gone into their organisation and management to counteract the difficulties of access. The wider community provides an effective resource to support pupils' understanding and extend their experience through visits and visitors. Books and other resources which reflect Britain as a multicultural society are limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. The school has many strengths. In order to build on these and improve the overall quality of provision and raise standards further, the headteacher, staff and governors should:-
- raise standards in mathematics by:
 - continuing to implement the school's strategy for numeracy;
 - ensuring that teachers' expectations are high enough for pupils in Key Stage 1 and that work is planned which caters for the full range of pupils' capabilities;
 - carrying out further monitoring of pupils' achievement by gender, diagnosing the reasons for any discrepancies and establishing strategies to ensure that both boys and girls do equally well.
paragraphs 2, 3, 5, 10, 23, 33, 35, 61, 88-93
 - raise standards in science in Key Stage 1 by planning work which caters for those pupils who are capable of higher than average attainment;
paragraphs 8, 11, 24, 35, 94-98
 - raise standards and increase pupils' involvement in their learning in both key stages by:
 - extending the use of information about pupils' attainment and progress to predict levels of attainment more widely;

- setting manageable targets for all pupils and sharing these in an appropriate way with pupils and parents;
- establishing manageable procedures for monitoring pupils' progress in relation to the targets set.

paragraphs 4, 27, 29, 49, 50, 54, 59, 61, 87, 90, 91, 93

- continue efforts to improve the quality of accommodation, with particular attention to:
 - improving provision for under-fives to enable them to have sufficient space for a wide range of activities, a secure outdoor play area and appropriate toilet facilities;
 - countering the disruptive effect on pupils' learning caused by the open-plan nature of parts of the building by minimising through traffic and interruptions.
- paragraphs 25, 32, 67, 68, 74, 75, 79, 80, 83, 87, 98, 103, 114, 117, 130*
- ensure that the written development plan includes a long-term strategy.
- paragraph 62*

70. Other issues which should be considered by the school:-

- improving multicultural provision to equip pupils for contemporary British society;
- paragraphs 36, 40, 43, 68*
- ensuring that the programme for the physical development of the under-fives is in line with national recommendations;
- paragraphs 32, 72, 79*
- improving procedures for assessment in religious education as planned;
- paragraphs 48, 108*
- monitoring the movement between stages of assessment of pupils on the register of special needs as planned;
- paragraph 59*
- ensuring that the prospectus and annual governors' report to parents include all necessary information.
- paragraphs 54, 60*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	23	41	28	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)		262
Number of full-time pupils eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		42

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	14	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	13	14	13
	Total	23	24	23
Percentage of pupils at NC level 2 or above	School	96 (97)	100 (100)	96 (80)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	13	13	14
	Total	23	23	24
Percentage of pupils at NC level 2 or above	School	96 (100)	96 (80)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	26	25	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	14	24
	Girls	23	21	23
	Total	47	35	47
Percentage of pupils at NC level 4 or above	School	92 (70)	69 (43)	92 (74)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	13	19
	Girls	23	21	23
	Total	40	34	42
Percentage of pupils at NC level 4 or above	School	78 (60)	67 (57)	82 (65)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	234
Any other minority ethnic group	14

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	24
Average class size	26

Education support staff: YR– Y6

Total number of education support staff	7
Total aggregate hours worked per week	92

FTE means full-time equivalent.

Financial information

Financial year	98/99
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	£
Total income	379,719
Total expenditure	369,808
Expenditure per pupil	1,622
Balance brought forward from previous year	16,659
Balance carried forward to next year	26,570

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	261
Number of questionnaires returned	140

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	1	0	1
My child is making good progress in school.	60	36	3	0	1
Behaviour in the school is good.	56	42	0	0	2
My child gets the right amount of work to do at home.	39	49	10	1	1
The teaching is good.	69	29	1	0	2
I am kept well informed about how my child is getting on.	59	32	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	79	20	0	0	1
The school expects my child to work hard and achieve his or her best.	73	26	0	0	1
The school works closely with parents.	64	32	2	0	2
The school is well led and managed.	81	18	0	0	1
The school is helping my child become mature and responsible.	71	26	1	0	3
The school provides an interesting range of activities outside lessons.	62	29	4	1	3

Figures may not total 100% due to rounding

Other issues raised by parents

Concern about the impact of long-term teacher absence.

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

71. The school usually admits small numbers of children under five when it has room in its youngest class. Until January this year, these children joined a class containing a mix of Reception and Year 1 pupils. When the school received government funding to reduce class sizes in Key Stage 1 this January, it formed a separate Reception class of ten children which included four who were under five for a short time. During the inspection, all pupils had been five for at least three months; it was, therefore, not possible to judge the achievements and teaching of the under-fives directly. Evidence of provision for under-fives was gathered from talking to teachers and members of the management team and from looking at the school's policies, planning documents and pupil records. Comments below relating to each area of learning focus on the pupils who have very recently reached their fifth birthday.
72. Provision is considered to be satisfactory overall but with significant weaknesses caused by the quality of accommodation available. There is a satisfactory, newly-designed curriculum for children under five, based on the foundation curriculum that will be introduced nationally at the end of this academic year. This is an improvement on previous provision when children under five in the mixed Reception/Year 1 class followed a modified Key Stage 1 curriculum. However, the national recommendations for physical development are not yet followed. Children follow the Reception year curriculum specified in the national numeracy and literacy frameworks, the local Agreed Syllabus for religious education and the school's physical education and music schemes of work. Teachers quickly establish individual strengths and weaknesses, both through observation and by talking to parents, and plan their teaching accordingly. The statutory baseline assessments are carried out during the children's first term of full-time attendance and future lessons and individual targets are planned based on achievement in them. Results of these assessments show children start school with above average skills in language and mathematics and in their personal and social development. Consequently, when they start their statutory education, their attainments are above what is expected for their age in these areas of learning.
73. The leadership and management of under-fives is broadly satisfactory. As these children have historically been few in number and have joined Key Stage 1 classes, their management has been included within the Key Stage 1 co-ordinator's remit. She has given good support to the two new part-time teachers to set up the separate Reception class with its own curriculum. These teachers are experienced and have a good understanding of the needs of the age group. However, insufficient longer-term planning is taking place to decide how the foundation curriculum, which will be introduced nationally in September, can be effectively carried out or to assigning a co-ordinator to manage it.
74. The school did its best to establish an extra early years class but the only room available is unsuitable. It is too small to work within the style accepted as good practice for young children. There is insufficient floor space for a computer, to set up tabletop displays, for sand and water trays, painting easels, creative play and musical areas and no access to a safe outside play area. Pupils are restricted in what they can do within the cramped space. Toilets are too far away, through other classrooms, and there is no extra adult help immediately available. Consequently, the teachers are unable to provide adequate supervision of toilet visits.

Personal and social development

75. The very small room results in pupils quickly learning how to work and play together very well and consequently they build up very good relationships with each other and their teachers which gives them confidence to ask and answer questions. They have to take care not to disturb structured play activities when moving round and to be quiet and considerate when others are concentrating. Pupils working on individual tasks connected with mathematics and literacy acquire very good concentration skills, as they have to work in a confined space with different activities going on close by. Because there are very few pupils, teachers constantly

monitor individual development and automatically promote the most appropriate behaviour and attitudes. In circle time, pupils confidently talk about their feelings and what things are special to them and respect other children's opinions. Pupils quickly become independent when visiting the toilet and moving round the school as teachers cannot leave the class to help them. They behave sensibly, despite the boys' toilet being out of sight and through another classroom.

Language and literacy

76. Standards in language and literacy are above those found nationally for five-year-olds. Pupils develop effective speaking and listening skills. They develop their pre-reading skills well through the varied opportunities provided. They follow the National Literacy Strategy Programme of Study for Reception classes and learn their sounds well through the school's phonic programme. Good attention is also paid to learning the shape of the words they will find in their reading books. This combines to provide a good basis for starting to read independently which is well extended by taking books home to share with parents and, when they are ready, to embark on the school's reading scheme. Basic writing skills develop rapidly.

Mathematical development

77. Achievement in mathematics is above the nationally expected standards. Pupils follow the National Numeracy Programme of Study for Reception classes. They know the names of the most common two-dimensional shapes and can explain differences between them. They understand mathematical language such as 'taller', 'shorter' and 'wider' and can apply this to objects in the room. By five, most pupils understand how to add and subtract to ten and write their numbers correctly.

Knowledge and understanding of the world

78. Pupils generally demonstrate a good general knowledge of the world about them and their attainment by five is above expected levels. They comment on their local environment and on places they have visited for holidays. They know, for example, that different weather has an effect on humans and animals and that extremes of temperatures can be dangerous and need special clothes and protection. They know stories that illustrate this, such as 'The Sun and the Wind' and the Bible story of 'Noah's Ark'.

Physical development

79. The curriculum for physical development is barely satisfactory. Much of it is limited to the two hall sessions assigned to the Reception class each week and the cramped classroom conditions prevent free movement. The school has not fully recognised the needs of pupils under five as a special key stage with specific needs as outlined in the national guidelines. Consequently, this area of the curriculum has not been sufficiently considered. There is a lack of provision for outdoor play and learning. Within the classroom, pupils manipulate construction toys and use scissors regularly to develop their small hand muscles.

Creative development

80. There are limited opportunities for creative development associated with the lack of space. However, teachers plan a satisfactory range of activities. During dance lessons, pupils express their feelings and portray imaginary characters through music. They create patterns by blowing paint across paper, use card and coloured plastic to make sunglasses and make self-portraits using tissue paper and other collage materials.

ENGLISH

81. Pupils enter Key Stage 1 at the age of five with levels of attainment in English which are above average. At the beginning of Key Stage 2, numbers are increased by a further intake from the nearby infant school whose standards recently have risen to be in line with national expectations. In the 1999 National Curriculum tests, standards of attainment at the end of both key stages were well above the national average and well above the standards achieved by similar schools. The percentage of pupils achieving the higher levels (Levels 3 and 5) was also well above the national average in both key stages. The previous inspection found standards to be similar to the national average by the end of each key stage. Since then the performance of pupils in English national tests has continued to improve at a rate well above the national average. There has been little significant difference in the attainment of boys and girls in this subject over the past four years. Inspection judgements are that standards by the end of Key Stage 1 and Key Stage 2 are above average. The 1999 group in Year 6 benefited from the addition of an extra teacher and increased support assistant hours, which it has not been possible to maintain this year.
82. Attainment in speaking and listening is above national expectations in both key stages. The youngest pupils in Key Stage 1 benefit from being in a very small class where all have the opportunity to talk to the teacher and other pupils about every aspect of their work. Their listening skills enable them to carry out the instructions for activities confidently and to absorb what they are taught. As they progress through Key Stage 1, pupils' confidence increases. They know that their contributions will be valued by their teachers so have no fear in expressing their thoughts and ideas. They speak clearly and make full use of specialist subject vocabulary. In Year 1, pupils use words like 'illustrations' and 'speech marks' when discussing their class text. They show considerable empathy with characters in the book when expressing what they may be thinking. By the end of the key stage, pupils are able to expand on their answers and justify their opinions, as when making notes and considering which words they could eliminate from a sentence: ' After (whales) dive, we don't need into the ocean; they wouldn't dive into sand!' By the end of Key Stage 2, pupils are articulate and have a wide and expressive vocabulary. They are attentive and focus thoughtfully on what is being said by adults and other pupils. In discussions they are able to share opinions and to give reasons for their views. Pupils can give sensible advice to each other and agree on actions, as when searching for websites on the computer. They ask appropriate questions to develop their ideas. Most can explain the meanings of different words, with reference to their own and others' experience. They make very good use of specialist vocabulary, for example, when explaining in scientific terms why we need trees. They are becoming increasingly proficient at adapting their language for different purposes as when considering questions of personal interest and making an argument for them. Pupils' participation in services, assemblies and school shows makes an effective contribution to their confidence and experience in speaking for an audience.
83. Standards in reading are above the national average at the end of both key stages and pupils' progress is well supported by regular reading at home. Pupils develop an early interest in and love of books. In Key Stage 1, they gain confidence in word recognition and take obvious enjoyment from shared reading. They are motivated by the quality of the big books used in the literacy hour. They develop their phonic skills and are able to use illustrations and clues in the text to assist their reading of new material. Pupils show good understanding of what they read. They are able to identify the main points in a given piece of text. They can talk about favourite stories and predict what might happen in new ones. They understand the terms 'title', 'fiction' and 'non-fiction' and can use them appropriately. Pupils know the purpose of the contents page and how to use it. However, few pupils are able to name any authors and have little understanding of how to find specific books in the library. This partly reflects the lack of access to the school libraries caused by the constraints of the accommodation. By the end of Key Stage 2, pupils show a good understanding of a wide range of texts. They make informed choices of books to read, based on their own interests and their experience of different authors. They have a good understanding of significant ideas, themes and events in a story. Most read fluently and expressively with a good regard for punctuation. Pupils can distinguish between fact and opinion and are beginning to identify the particular vocabulary which makes a piece of text more effective and powerful. They use a variety of sources, including

information technology, to discover more about particular topics. Pupils' dictionary skills are well developed and are used to good effect in other subjects, as when looking up the meanings of mathematical terms for shapes.

84. Pupils' attainment in writing is above the national average by the end of both key stages. Throughout the school, pupils make good progress both in lessons and over time. From their early days in school, pupils begin to develop a neat style of handwriting, with well-formed letters and attention to the overall presentation of their work. Younger pupils understand the relevance of lists and make their own, for example, to show what they would put in their sandwich. Pupils in Year 1 begin to join their writing. They are able to write from another's perspective. They choose interesting vocabulary and develop their ideas well into a logical sequence of sentences. By the end of Key Stage 1, pupils' spelling is accurate or at least logical. They are able to use capital letters and full stops with increasing accuracy. Pupils use different forms of writing as when labelling their diagrams in science and in design and technology, writing instructions for crossing the road and writing a blurb to inform others about a book they have read. In Key Stage 2, pupils develop their grammatical awareness and use their understanding of the different parts of speech to make their own writing more varied and interesting. Regular tests make them confident spellers, able to recognise patterns and predict with increasing accuracy. They use note-taking as a strategy for recording their ideas and expand those notes effectively to inform their writing. Pupils vary their vocabulary and choose their words carefully to convey meaning clearly in a range of forms. They use different genres as models for their writing, as when listening to a song and devising an appropriate ending to the story being told. They produce persuasive arguments for something they believe in strongly. Pupils' standards of creative writing are high and they use their skill effectively to support their other subjects. In history, for example, they produce high quality writing which reflects Greek myths or which informs the reader through a report on ragged schools. Information technology is used well to draft, edit, illustrate and present writing.
85. Pupils have positive attitudes towards this subject and behave very well. They are attentive and involve themselves in their lessons, engaging fully in discussions and listening to others' points of view. They value each others' efforts and independently express their appreciation of what others achieve. Pupils use their previous knowledge and experience effectively and work hard to fulfil their teachers' expectations. They settle quickly to their tasks and maintain their concentration.
86. The quality of teaching is good overall with teaching being very good or better in nearly half of the lessons seen. Teachers have a very good understanding of the National Literacy Strategy and plan their lessons thoroughly. Resources are well prepared and used effectively to promote learning. Efficient classroom routines mean that pupils feel secure and aware of expectations. Pupils are very well managed, enabling them to settle promptly to their tasks. Good links with previous learning mean that pupils build successfully on what they know and extend their understanding. Teachers make progressive demands and challenge pupils to extend their thinking and achieve higher standards. Extra adults in the classroom are usually managed effectively so that they make a very positive contribution to pupils' learning opportunities. Occasionally, however, learning support assistants do not make the most effective use of their time in the introductions to lessons. Teachers' own use of language assumes a maturity of understanding to which pupils respond; the inclusion of specialist terms results in pupils using them too. Particularly high standards of teaching are characterised by the creation of a very positive ethos within the classroom. Pupils are made to feel part of a shared learning experience where everyone's contribution is valued. Very effective and varied strategies are used for holding pupils' attention, as when hiding some words in the text under stickers and encouraging pupils to think what they could be. The lesson's learning objectives are shared with the pupils so that they feel very involved in their own learning. Lessons proceed at a good pace so that no time is wasted. Where teaching is not so effective, explanations are unclear so that pupils are unsure what is expected of them. The indiscriminate use of praise occasionally tends to reinforce mediocrity and does not extend pupils' understanding or help them to achieve higher standards. Homework assignments make an effective contribution to pupils' progress.

87. The introduction of the daily literacy hour is making a very positive contribution to pupils' learning opportunities. Planning is done in accordance with the National Literacy Strategy and units of work drawn up from it in year group teams. There is also a scheme of work for speaking and listening which ensures that this aspect is not neglected. Additional Literacy Strategy sessions extend pupils' opportunities to improve standards, although their delivery varies in quality and is not yet being monitored. Assessment is regular and combines ongoing school testing with standardised tests. Results give a clear indication of pupils' progress as they move through the school and this is reinforced by individual portfolios of pupils' work samples. Assessment is used to set school targets for the end-of-key-stage tests but is not yet used effectively to guide individual target setting which will involve pupils in raising their own standards. Resources are good and are well organised. Accommodation deficiencies mean that pupils do not make full use of the library facilities and their library skills, particularly those of younger pupils, suffer accordingly. There is a lack of emphasis in the resources on the portrayal of Britain as a multicultural society. This subject benefits from strong leadership and ongoing improvement in the monitoring of its content and delivery. The governors are very involved in this.

MATHEMATICS

88. When they start Key Stage 1, pupils' achievements are slightly above those found nationally which is confirmed by the local educational authority baseline testing during the first half term. In the 1999 national tests, Key Stage 1 pupils exceeded national expectations, with nearly all pupils achieving the expected level for their age and about a fifth achieving a higher level. This is comparable to standards achieved in similar schools. During the inspection it was observed that the vast majority of pupils are again achieving the expected Level 2 but few pupils are attaining Level 3 as they are not receiving specific teaching to enable them to do so. In the last four years there has been a trend for boys to achieve well above the national average and for girls to achieve well below it at Key Stage 1. Key Stage 1 pupils are joined by pupils from the nearby infant school at the start of Key Stage 2 and, in recent years, the attainment of this group has been close to, but marginally below, the national average. Currently, standards at the end of Key Stage 2 are in line with national averages. This maintains the standards achieved in the 1999 end-of-key-stage tests and at the time of the previous report. However, these standards are below average when compared with similar schools. The 1999 results reflected a significant increase in standards over the previous year when twenty-six per cent fewer pupils achieved this level, although pupils still achieve less well in mathematics than in English and science.
89. Pupils are acquiring knowledge and understanding of mathematics, and especially of the number system, at a good rate. The good standards being achieved in lessons because of the increased focus on mathematics and changes in the way it is taught have not yet had time to accumulate year-on-year to raise standards overall at end of Key Stage 2. At the end of Key Stage 1 pupils have a secure understanding of number for their age. For example, they know how to add on 9 or 11 by adding ten and adjusting the answer. By the end of Key Stage 2, pupils have progressed to use formulae to work out the area of a square when the perimeter is known. They make satisfactory progress in other areas and use calculators when it is sensible to do so. Pupils do not routinely learn how to use computer programs as part of their mathematics as the school has not yet fully developed this area. However, pupils in some Key Stage 2 classes competently enter collected data and produce various types of mathematical graphs and charts. Pupils acquire a good mathematical vocabulary, through the emphasis placed on this in the new strategy and also through using the mathematical dictionaries. Pupils on the school's special needs register make satisfactory gains in learning and are often supported by support assistants and placed in small groups. However, special needs in mathematics are not identified and assessed as well as they are for literacy and consequently are largely unrecognised. In Years 3, 4 and 5, girls are learning at a slower rate than the boys and the lower sets contain a significantly larger proportion of girls than boys.

90. Pupils' standards of behaviour and their attitudes to learning are good. In Years 1, 5 and 6 where teaching is very good, pupils become so interested in what they are learning that concentration levels are high and behaviour is exemplary which results in very good standards being achieved. Higher attaining pupils in Year 2 sometimes lack concentration as they are insufficiently challenged and consequently do not learn as much as they could. In Year 5, the girls in the lower set are noticeably less motivated and enthusiastic about mathematics, although they behave well. Pupils' relationships with each other and their teachers are very good which has a positive impact on their learning. The majority of pupils meet challenges very well, persevere and are pleased when they get the correct answer. They confidently describe how they arrive at answers and ask for help when needed. Throughout the school, pupils work well collaboratively, complete their homework assignments on time and take pride in presenting their work neatly in their exercise books. However, few pupils know how to raise their achievement level, as they do not discuss this systematically with teachers or have regular, manageable targets set for them to achieve. Pupils work hard during the whole-class start to the lessons. However, some find it difficult to work well independently during the middle part of the lesson when their teacher's focus is elsewhere and therefore they make fewer gains in their learning.
91. Teaching is good, resulting in good levels of learning by pupils. This is an improvement from the previous inspection when standards were satisfactory. Of the lessons seen during the inspection, approximately a quarter were satisfactory, a quarter very good and half were good. Teaching is a little better overall at Key Stage 2 than at Key Stage 1. Very good teaching was seen in several lessons. In these lessons, the enthusiasm of teachers for the subject communicated itself to the pupils, the pace was brisk and the work was very challenging. Consequently, pupils worked very hard and made very good progress. In addition, resources were used well to stimulate pupils. For example, in Year 5, the overhead projector was used well to project a transparent calculator to the white-board for demonstration. In Year 6, a video was used as a basis for the revision lesson and the teacher prepared the class well beforehand so pupils would get as much benefit as possible from it. In Year 1, a large 100 square had some numbers covered to help pupils learn place value and recognise the pattern of adding on ten. Every teacher's knowledge of mathematics and the requirements of the national numeracy framework are good, resulting in purposeful, well-focused lessons. They know how to teach the basic skills well, give clear explanations and place a good emphasis on developing pupils' mental strategies. Teachers plan the structure of their lessons well, usually basing this on the format suggested by the numeracy framework and their knowledge of pupils' previous achievements. Work is planned well across year groups for consistency and to meet the needs of pupils of differing abilities. However there are exceptions. For example, in Year 2, there is insufficient planning to raise the standard of the more able pupils and, in the booster group, work is pitched at too high a level at times and consequently pupils make insufficient progress. The use of learning assistants is well directed to support the needs of lower achieving groups of pupils. Teachers assess what pupils know through regular testing, marking and questioning in lessons. However, except in the higher sets in Years 4 and 5, teachers do not set individual targets which are discussed or written in books to enable pupils to know how to improve or take some responsibility for their own learning. All teachers set regular homework that extends classroom learning.
92. There is a satisfactory use of numeracy across the curriculum and opportunities for pupils to apply their mathematical learning in other subjects, especially in science. For example, pupils use calculators in Year 5 to calculate the relative sizes of the sun, earth and moon from their diameters. In literacy lessons, teachers use examples from the studied text to extend mathematics, as in Year 2 where pupils compare the length of different types of whales in their non-fiction text. However, the use of mathematics in other subjects is not planned routinely into the schemes of work.
93. The leadership and management of mathematics are very good and this has been a significant factor in raising standards and enthusiasm for mathematics. The ability of the co-ordinator is recognised by the local authority which is seconding her for one day each week to other schools to spread good practice. The extensive monitoring of lessons by the headteacher, co-ordinator and governors has brought about an improvement in the quality of teaching. The curriculum has been improved since the last inspection by adopting the national numeracy

framework and planning daily lesson objectives based on its key elements. The school now has its own scheme of work, which is an improvement since the last inspection. Results of standardised tests in Key Stage 2 are evaluated and the curriculum is subsequently modified to place extra emphasis on weaker areas such as the practical skills of accurate measurement and use of correct mathematical vocabulary. The co-ordinator has held professional development sessions for all teachers and learning support assistants connected with implementing the numeracy strategy. A comprehensive homework pack has been developed which, together with two evening workshops, has informed parents how best to help their children. However, the school does not fully utilise the data available to it from test results in order to raise standards. For example, it is used insufficiently to set long-term targets for individual pupils and track their development over their whole school life or to monitor the difference in achievement and progress between girls and boys. The co-ordinator plans to extend her focus to Key Stage 1, analysing results, raising standards of the more able and addressing the reasons why boys are consistently outperforming girls. The identification of pupils with special educational needs for mathematics is underdeveloped and the use of information technology within mathematics has not yet been fully explored.

SCIENCE

94. The 1999 teacher assessments showed very high attainment at the end of Key Stage 1, based on the number achieving Level 2, but with a below average proportion of pupils achieving the higher Level 3. The percentage of pupils gaining both the expected Level 4 and the higher level 5 in the assessments of 11-year-olds was well above the national average. Pupils' attainment based on test results was above average both when compared to similar schools and in terms of the trend over time. Boys have done a little better in tests than girls over the past four years.
95. The attainment of current pupils in the final years of both key stages is above average. However, while a high proportion of pupils in Key Stage 1 achieve the expected Level 2, few reach Level 3. Younger pupils in Key Stage 1 show well-developed understanding of plants. They talk about different parts of plants, explaining what they observe. Higher attaining pupils know that plants come from seeds. Many can use a magnifying glass sensibly and record their observations. Older pupils in Key Stage 1 show a developing concept of fair testing, though they were unsure of how to record the results of their experiments in a lesson which focused on what seeds need to grow. By the age of 11, most pupils demonstrate a well-developed knowledge and understanding of scientific fact. This was seen in a revision lesson about materials and their properties when pupils talked confidently about the classification of materials and reversible and irreversible changes. Younger pupils in Key Stage 2 know the medium that plants grow best in. Pupils in Years 4 and 5 understand how people benefit from oxygen produced by plants and the features and size relationships of different planets.
96. Pupils throughout school are enthusiastic in their science lessons and show very good levels of involvement. They participate in investigative activities, using materials and equipment with care and confidence. Many offer to answer questions and contribute to discussions. Most pupils are very well behaved and show high levels of co-operation.
97. Teaching is good overall. The quality of teaching in lessons observed was mostly satisfactory and sometimes very good in Key Stage 1 and was good and sometimes very good in Key Stage 2. This had a positive impact on pupils' learning which similarly ranged from satisfactory to very good in Key Stage 1 and good to very good in Key Stage 2. Most effective teaching is characterised by good subject knowledge, careful planning, effective questioning, the imaginative use of resources and sensitive management of pupils. These features contributed to well paced lessons and pupils being offered enhanced opportunities for inquiry – issues for improvement raised in the previous inspection report. Investigative science is now integrated into study units. Pupils apply themselves fully to the learning process, making good progress in lessons and over time in developing scientific concepts and learning appropriate vocabulary. No significant gender difference was observed in pupils' learning. Pupils with special educational needs and pupils from ethnic minority groups make similar progress to their peers in relation to their prior attainment.

98. The school has adopted the national scheme of work. Science has strong cross-curricular links with literacy and numeracy. Resources are satisfactory and used well, though not easily accessible due to the constraints of the building. Formal procedures for monitoring the teaching and learning of science across key stages are not fully in place - an issue raised by the previous inspection which has not been fully resolved. The co-ordinator is aware of this and has submitted a bid for resources to enable him to monitor and evaluate practice throughout school. It is anticipated that this will lead to appropriate steps being taken to raise standards, particularly of the high attainers in Key Stage 1.

INFORMATION TECHNOLOGY

99. Standards of attainment are broadly in line with those expected nationally by the end of Key Stage 1 and above expectations by the end of Key Stage 2. The school has maintained the standards identified in the previous inspection report.
100. Pupils achieve satisfactory progress in Key Stage 1. By the age of seven, they use word-processing programs to type and edit text without adult help. They compose pictures on the computer using a 'painting' program and create an imaginary town simulation to support their geography topic. By the end of Year 2, they know how to give instructions to a programmable robot to control its movements. They do not, however, have sufficient experience of how computers handle data to make charts or graphs and, in this respect, do not completely fulfil the requirements of the Programme of Study for Key Stage 1.
101. Pupils' achievements in Key Stage 2 are good. By the end of the key stage, they manipulate text rapidly and many are using several fingers of each hand to aid their typing speed. They easily change features such as font, size and colour in their work. Graphics programs are confidently used to combine with text to illustrate and enhance research work in subjects such as geography and history. Pupils construct spreadsheets and databases linked to mathematics work and present their findings in different forms such as block graphs and three-dimensional pie charts. Computer simulations are used to practise scenarios which require decision making and problem solving. They use on-screen control language to give instructions to a computer, for example using Logo programs, and almost all in Year 6 have taken the opportunity to visit the local technology college to experience advanced systems of external control and monitoring. Pupils are knowledgeable about the application of information and communication technology in settings such as shops, banks and industry. All have experience of using the Internet and e-mail and often make practical use of this to research homework with some sending it to their teacher at school. They use video conferencing to speak to pupils in another school and digital cameras to record aspects of their work. A strength of the school is the fluency with which so many pupils in this key stage use many aspects of information technology independently to support their work in a range of subjects.
102. Pupils in both key stages are enthusiastic about their work. They behave well in lessons and co-operate when sharing equipment. They willingly help each other to improve and to gain independence and confidently ask questions of their teachers.
103. Teaching is sound in Key Stage 1 and good in Key Stage 2. Teachers' levels of subject knowledge vary considerably but most are appropriate for the age group they teach and several staff are very skilled. Lesson plans are clear and increasingly based on national guidance. Opportunities to practise skills are built into work in several subjects, giving pupils meaningful activities to apply their knowledge. The pace of lessons is brisk and keeps pupils interested. There is a good balance of teaching, explanation and practical activity. Pupils are managed well and respond to the calm, caring approach of teachers. Good use is made of resources. The school has no space to provide a dedicated computer room but makes effective use of a library area with large screen facilities for whole-class lessons, albeit in a very cramped situation. Hardware and software are of high quality and the school makes considerable attempts to keep resources up-to-date. Resources such as tape players, keyboards and video are readily available and confidently used by pupils. A permanent Internet link has been established with support from a local company which gives immediate

and efficient access to websites and e-mail. Computers in classrooms are used well. Homework assignments for older pupils are often used to practise and extend skills and the school tries to give extra support to pupils who do not have access to computers at home. The library has a scanning system which is operated by pupils on an electronic card system.

104. The management of the subject is shared competently by three members of staff who support their colleagues well. There is a good long-term plan for development. Training is given and useful links maintained with the local secondary college which give access to additional expertise and advanced resources. The next area planned for improvement is the ongoing assessment of pupils' skills and progress. This is currently unsatisfactory and rightly identified by the school as an area for development. The school has ordered materials to support this initiative. The school rightly prides itself on trying to establish links with children in other countries through its work. It has contacts with Finland and Greece through a European Union Internet project and intends to extend this to promote pupils' understanding of and links with other cultures.

RELIGIOUS EDUCATION

105. Pupils' attainment in religious education at the end of both key stages is in line with the expectations of the local Agreed Syllabus. The majority of pupils in Key Stage 1 demonstrate a developing awareness and understanding of Bible stories. In a lesson dealing with the story of the Good Samaritan, high attaining seven-year-olds were able to suggest ideas for their 'Rules of Life' book. During a discussion, pupils talked about religious and other celebrations relating to Christianity and some other religions, such as the Chinese New Year. Most pupils in Key Stage 2 demonstrate an understanding of concepts relating to signs, symbols and worship. Older pupils know what makes a symbol effective; they were observed dealing with the concept in a secular way rather than in a specific religious context in an introductory session to the topic. Other pupils have begun to explore the concept of worshipping a deity while talking about why they admire 'special people' and what effect it has on them. Some have had opportunities to learn about Ancient Egyptian gods and goddesses in the context of history. Many pupils throughout school have started to use appropriate vocabulary in contributing to discussion, though they show a limited understanding of the deeper meanings relating to major world faiths.
106. Pupils' progress is satisfactory in both key stages. They respond positively in lessons and assemblies. They are well motivated and eager to contribute to discussion and participate in enacting religious stories. They demonstrate high standards of behaviour.
107. Evidence from lessons, pupils' work and discussions about their achievements indicate that teaching is satisfactory overall. In the lessons seen, the quality of teaching was good in Key Stage 1 while it was satisfactory and sometimes good in Key Stage 2. Teachers' secure subject knowledge enhances pupils' participation while enabling them to check their understanding through effective questioning. They manage pupils well. This has a positive impact on pupils' learning which varies from satisfactory to very good. Teaching is, however, generally based on an oral approach, leading to insufficient recording of pupils' ideas.
108. The programme of religious education has recently been reviewed and is consistent with the local Agreed Syllabus. It is enriched by assembly themes, collective worship and the programme of activities for personal and social education. It has strong cross-curricular links with subjects such as geography. There are sufficient resources and the subject makes a valuable contribution to pupils' spiritual, moral, social and cultural development. Formal procedures for assessing pupils' attainment are not in place. There are plans to improve this. The co-ordinator has rightly identified, as priorities, the need to extend visits to places of worship and to improve the whole-school monitoring of the subject which is currently not sufficiently focused.

ART

109. Pupils, including those with special educational needs, make satisfactory progress in art as they move through the school. Some excellent progress is evident in Year 1.
110. When they first enter the school, younger pupils experiment with different techniques and media. They record their experience of visiting a farm, using paint and collage and making effective use of their cutting skills to include their work on a large wall display. They make patterns by blowing gently on coloured oil paint dropped onto water. Pupils in Year 1 use pencils, pastels and paint sensitively and are able to judge how best to fit their compositions to the size of the paper. Their accuracy in recording what they see is often exceptional and paintings reflecting the style of Monet are of a very high standard. By the end of Key Stage 1, pupils can talk about the different ways of using brushes to achieve different results. They understand how to mix colours to achieve the desired effect and can use colours to form strong images in their paintings. Self-portraits show close observational skill and attention to detail and this is developed further when pupils look at plants, linking the understanding gained in science to their visual representation of pattern and line. They become increasingly proficient in producing three-dimensional models, using card for the models of buildings and the playground to enhance their map of where the 'hodgehegs' live and experimenting with the representation of texture in clay models.
111. By the end of Key Stage 2, pupils can discuss the work of different artists and are able to access websites to gain more information. They show a bold use of colour in their paintings in the style of Paul Klee and great attention to detail in reproducing intricate William Morris designs. Pupils have a good understanding of how to make simple clay pots and can apply their knowledge of the work of Clarice Cliff to their own designs. They use collage to represent the richness of Tudor costume and understand basic weaving techniques. They observe shadows and represent them in different ways in their own work. Careful analysis of human movement aids their construction of wire sculptures in a 'frozen' position. Pupils use information technology to produce some inspiring space pictures and to develop images that can be repeated and used to design wrapping paper.
112. Pupils work very hard in their art lessons. Younger pupils are motivated by the challenge of their tasks and receptive to guidance and technical input. They are stimulated by the success of their efforts and excited by unexpected results, as when pupils in the Reception class saw their marbling patterns. All pupils concentrate well on their work. The majority are confident in expressing their ideas and are able to share their thoughts and opinions sensibly with others. They behave very well and are keen to make progress and achieve good results.
113. Evidence indicates that the quality of teaching is satisfactory overall and teaching was often good in the lessons seen during the inspection. Teachers have satisfactory knowledge and understanding of the subject, though not always the confidence to provide really effective input which would enable pupils to achieve higher standards. Where teaching is good or better, resources are well prepared and used and managed effectively. The activities promote interest and learning and pupils are challenged to use their previous knowledge and experience to do their best and achieve good results. Teachers give clear expectations of presentation and task fulfilment. Positive interaction ensures that pupils stay on task and maintain their motivation. Where extra adults are available in the classroom, they are used effectively to support and encourage groups and individuals. In one excellent lesson, the teacher's demonstration gave very clear guidance on how to achieve high standards and ongoing advice enabled pupils to evaluate constantly and improve on their own work. Each pupil was made to feel special and to know that the work they produced was of particular value. Weaknesses in the teaching seen included a low level of specialist input, which meant that pupils did not know how to improve on their efforts and were then less than satisfied with their results.
114. Since the previous inspection, units of work have continued to develop with informal assessment opportunities built into them. An ongoing sketch book provides an appropriate record of pupils' achievement and progress. A new co-ordinator has recently taken over this subject and is already having a positive influence on standards throughout the school. The quality of displays in particular provides pupils with appropriate examples of good practice and reflects the value accorded to pupils' work. The curriculum is satisfactory overall, although

awaiting the new national guidance. There is full coverage of the National Curriculum Programmes of Study in the planning but skills are not always reinforced well. Smooth progression is not ensured and there is some repetition which has not yet been addressed. For example, during the time of the inspection, evidence was seen of three different year groups mixing primary colours with very little difference in approach or standards. The co-ordinator is aware of these weaknesses and is also seeking to balance the present emphasis on painting and drawing by developing the three-dimensional and textile aspects of the subject. Art is used appropriately to support other subjects and information technology is extending pupils' creativity and access to artists' work. Limitations in the resources are being addressed through the school improvement plan. The cramped accommodation hinders pupils' access to a wide range of resources and restricts their space for all practical activities. This subject has not benefited from any recent input from visiting artists and the multicultural aspects are underdeveloped.

DESIGN AND TECHNOLOGY

115. No lessons were observed during the inspection due to the timing of the units of work. The scrutiny of pupils' previous work, displays, planning documents and discussions indicate that, throughout the school, pupils make satisfactory progress and that teaching is sound.
116. Pupils in Key Stage 1 understand that materials can be joined in different ways. They test a variety of techniques for joining one Father Christmas to another and make informed choices as to the most effective method. They have a sound understanding of how to make initial sketches for their design ideas and then to label the materials they intend to use. In their 'junk model' robots, they show increasing skill at assembling materials of different thicknesses and textures. Pupils consider how to incorporate moving parts into their design and explain how they intend to do this. They are beginning to plan the order of their work and make judgements about their finished results. They think carefully about the effectiveness of what they make and articulate how they could improve on it. In Key Stage 2, pupils understand that a product must be suitable for its purpose, as when designing and making cereal boxes, brooches or fridge magnets. From taking boxes apart, they understand how they are made and how parts are joined together. Pupils give careful step-by-step instructions for making an Anglo-Saxon house in history, using a jinks frame. They work together to make a device for hearing things better to support their work in science and then test it, record their results and evaluate it. Many pupils in Year 6 benefit from the opportunity to visit the local secondary college where they are able to use technology to control the models they make.
117. No separate time is allocated to this subject on the timetable. It is fitted in where it best supports other areas of the curriculum or is given a spread of time over an afternoon or a day. In this way, pupils have a concentrated period of time in which they can make real progress in designing and making. This compensates for the lack of regular lessons where skills could be gradually built up. Pupils enjoy Technology Days where they are presented with a challenge and have the time to consider different ideas, work with a variety of different materials and refine their results. Examples include designing and making a board game for older pupils to use during wet playtimes, involving the generation of different ideas, the need to consider the user and attention to the quality of the finished product. Due to the limitations of the accommodation, it is difficult for pupils to have easy access to an appropriate range of materials and tools. A concentrated time span goes some way towards addressing this problem. Poor accommodation also means that it is very difficult for the pupils to do any cooking. Informal assessment opportunities are built into the planned units of work which have been developed since the previous inspection. Written work is recorded in an ongoing notebook so that progress can be seen over time.

GEOGRAPHY

118. The majority of pupils make satisfactory progress in Key Stage 1 in developing their geographical knowledge, understanding and skills. Progress is good overall in Key Stage 2 and examples of very good progress were seen in lessons observed. Pupils in Key Stage 1

learn to plan an imaginary island with features such as roads, car park, rivers and mountains. They have started to develop the concept of a key as part of their early mapping skills. Younger pupils learn about their locality by visiting parks and farms. During a discussion, several pupils recalled what they had seen on the farm and what they liked (the tractor ride) and disliked (the smell). They also talked about holiday places they have visited. Pupils in Key Stage 2 make good progress in developing mapping skills. In a Year 4 lesson, they learned to mark important places on the map of Scotland while locating it on the map of the United Kingdom. They also learn basic facts about Scotland such as weather and transport. Others locate Scotland in relation to their own locality. Older pupils learn about the environment with particular reference to pollution and how it affects many parts of the world. Their level of awareness indicates good progress in their knowledge and understanding of how pollution is related to toxic waste, radiation, acid rain and global warming. Pupils were not directly observed working on contrasting localities - an aspect raised in the previous inspection - but talked about their work on Bombay. Pupils with special educational needs and those using English as an additional language make progress in line with other pupils.

119. Pupils respond very positively, generally showing high levels of motivation. They contribute well to discussion, particularly in Key Stage 2, and are well behaved and co-operative. The quality of teaching in the lessons observed was satisfactory in Key Stage 1 and good overall in Key Stage 2. Good lesson plans, brisk pace, the use of a wide range of materials and effective questioning were observed on a number of occasions. In one Key Stage 2 lesson, the teacher's very good communication skills and sensitive management of pupils led to learning objectives being fully achieved.
120. The projected curriculum based on a published scheme is broad and balanced. The school has recently moved towards the national scheme which is scheduled to be implemented in September when the current two-year rolling programme will be replaced by a year-specific one. Formal procedures for assessment are not in place, though assessment opportunities are built into the core scheme. The curriculum is enriched by residential and other educational visits including one to the River Thames. The level of resources is sufficient. The subject is generally well managed but there is a need for further whole-school monitoring of teaching and learning.

HISTORY

121. A limited number of lessons and related activities were seen. Evidence from these, together with an analysis of pupils' work and teachers' planning and discussions with staff and pupils, indicates that the majority of pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2 in developing their knowledge, understanding and skills relating to history.
122. Pupils in Key Stage 1 learn about the basic concept of old and new by describing and drawing their favourite toys. Key Stage 2 pupils enhance their knowledge and understanding of historical periods such as 'Britain since the 1930s'. They make good progress in finding out and recording information about major events representing the period in question, showing an awareness of the past and how it differs from their own experiences. In the process, the majority of pupils develop relevant skills. These include a review of characteristic features of the 1960s such as pollution caused by the dumping of industrial waste into the canal, the foot and mouth disease epidemic and the Vietnam War. A particular gain in pupils' learning is the way they record their personal accounts of historical events following note-taking and research using a variety of sources, particularly video programmes and the Internet. There is recorded evidence to suggest that older pupils have made good progress over time in the study of Victorian Britain and Ancient Egypt. Good progress is also reflected in pupils' presentation of work involving the use of information technology. The level of pupils' motivation is high overall, particularly in Key Stage 2. Standards of behaviour in the lessons seen in this key stage were good and pupils made good contributions to discussion.
123. The quality of teaching observed was satisfactory in Key Stage 1. Teaching ranged from satisfactory to good in Key Stage 2. Good subject knowledge and expertise on the part of the

majority of teachers enable them to plan lessons, use resources and lead discussions well. Their interest in the subject motivates pupils to undertake research involving the use of a range of sources. Most teachers manage their pupils well.

124. The history curriculum is broad. The projected coverage of Programmes of Study indicates an improvement since the last inspection. The proposed adoption of the national guidance document would further enrich the curriculum. The subject has strong cross-curricular links, particularly with literacy and information technology. The level of resources is satisfactory. Formal procedures for assessment and monitoring are not fully in place; the co-ordinator has started addressing this. He has identified the need for further guidance and a revised scheme of work to be developed, explaining the two-year rolling programme and ensuring progression within it.

MUSIC

125. In both key stages, pupils make satisfactory progress in their class lessons. In addition, a high proportion joins the choir or learns at least one instrument through the extensive programme of specialist tuition and, for these pupils, progress is good. The school has broadly maintained the standards identified at the time of the last inspection. During the period of the 'slimmed down' National Curriculum, music has kept a high priority and a good range of provision has been maintained.
126. Due to the school's timetabling arrangements, there was limited observation of music activities in Key Stage 1 during the inspection. Pupils in this key stage sing well in assembly and class and their good listening and reading skills enable them to learn new songs rapidly. They begin to follow simple notation, for example identifying ascending and descending patterns of sound which they then replicate. Examples were seen of simple scores written by pupils to record their compositions. Pupils begin to play instruments such as the violin and recorder and handle these appropriately.
127. In Key Stage 2, pupils continue to develop their skills. They listen to and appreciate a variety of music and comment on composition and style. An example of this was seen in a lesson comparing works by Mozart and Glenn Miller. Singing skills are extended well in this key stage and enthusiastic and expressive performances were witnessed in assemblies and class lessons. Little direct evidence of pupils' compositions was seen but teachers' plans incorporate opportunities for this and examples of recorded work were presented. There is an impressive range of extra activities available to pupils in this key stage. Many pupils make good progress learning instruments which include strings, woodwind and brass. Several pupils also receive specialist voice tuition and learn to sing well. The school has a large choir and orchestra which perform well.
128. Pupils learn well, especially those who choose to take extra activities. Both boys and girls participate enthusiastically, concentrate well and work hard to improve. They approach activities with a suitable seriousness but, at the same time, enjoy what they do.

129. Teaching overall is good. All teachers take their own class lessons and structure these well using an appropriate published scheme as the basis. Several teachers, both from the peripatetic service and the school's own staff, have a personal interest and expertise in music and these result in good quality lessons. One excellent lesson was seen which combined the teacher's high level of subject knowledge with enormous enthusiasm, clear explanations and appropriate feedback which enabled the class to make very rapid progress in their knowledge of musical style and in performing a song based on their new knowledge. In a lesson with similar content, pupils' progress was unsatisfactory because their enthusiasm was not controlled sufficiently and the quality of performance was poor as a result. School assemblies supplement the teaching programme well with frequent opportunities given to pupils to sing and play and to reflect on recorded music. The provision supports pupils' spiritual and cultural development well.
130. The subject is managed well by the co-ordinator who is supported by several other staff with musical expertise and interest and by the tutors supplied by the local authority. Many staff are skilled and communicate their love of music to pupils. The programme of class-based activities is progressive and gives a good framework for non-specialist teachers. Staff are to be congratulated on the amount of their time they give to music activities outside school hours and to the commitment and energy which go into regular concerts and performances for the school and local community. Impressive arrangements for the annual fete ensure that every pupil takes part in the musical entertainment. There are good quantities of practical resources. These are so well used that some are in need of replacement. The school has good quality systems for sound reproduction. There are storage problems due to the cramped nature of the accommodation. Several classes are inevitably affected by sound transferring between the open-plan areas during music sessions as there is no separate room which can be used to minimise this disruption.

PHYSICAL EDUCATION

131. Pupils' progress is satisfactory in both key stages. During the inspection, observations with the oldest pupils were restricted to dance lessons with some gymnastic content and pupils achieved good standards in this element of the curriculum. They have good quality movements which are interpreted through music. For example, they put together sequences of 'reach, stretch, push, turn' with partners in a modern dance routine. Evidence from pupil records show that, by the time they move to secondary school, nearly every pupil swims at least 25 metres, the distance required by the National Curriculum. Although it was not possible to observe other elements of the curriculum with the oldest class during the inspection, the scheme of work outlines provision that would enable all pupils to make appropriate progress in all aspects of the subject. Those pupils who are in the school football and netball teams reach good standards that enable them to win matches against other schools.
132. The quality of teaching seen was good overall and two very good lessons were seen in Years 5 and 6. Here teachers acted as very good role models, joining in the lesson and demonstrating the effort and quality of movements they expect, which was emulated by the pupils. This high expectation and challenge leads to very good behaviour, with all pupils making the maximum effort. Pupils are very well used to demonstrate what they have achieved as a teaching point to help all pupils improve. Where lessons are less successful, teachers allow the pace to slacken and spend too long letting pupils watch others' achievements but then not using this effectively as a teaching point. Lessons are based on a commercially produced scheme which is used well in all classes to underpin teaching. In a Year 4 lesson, very good use was made of an accelerated film clip of buds opening to inspire movements. Pupils were keen to interpret what they had seen in dance. In Key Stage 1, a pupil with special needs was well supported to take a full part in the lesson and make similar progress to others. In one class in Key Stage 2, too much noise and clowning behaviour from a group of dominant boys was allowed which resulted in these pupils disrupting the lesson for others and not making sufficient effort and progress themselves. In all lessons, pupils have good aerobic exercise which helps them to get fit and attention is paid to good practice in warming up and cooling down. One teacher is a trainer for the 'Top Sports Scheme' and consequently has expert knowledge of this area. Good use is also made of the local authority initiative to use professional football coaches in school.

133. There is a good range of additional activities to support the Programme of Study. There is a satisfactory range of after-school sports clubs and a competitive sports day in which the best athletes contest a pentathlon event. The school hosts the Tilehurst netball tournament. Parents run an aerobic dance club and help with netball. Year 4 has a day's orienteering and outside adventurous activity when visiting an Elizabethan manor house and Years 5 and 6 experience a range of challenging physical activities during their annual residential visits.