

INSPECTION REPORT

**ST. GREGORY'S CATHOLIC PRIMARY
SCHOOL**

Bollington

LEA area: CHESHIRE

Unique reference number: 111327

Headteacher: Mrs C Connick

Reporting inspector: Mr M Newell

Dates of inspection: 4th – 6th December 2000

Inspection number: 191163

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: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Albert Road
Bollington
Macclesfield

Postcode: SK10 5HS

Telephone number: 01625 572037

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Bernadette Beckett

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Martin Newell 10638	Registered inspector	Special educational needs. Mathematics Science Information and communication technology Music Physical education	What sort of school is it The school's results and achievements How well are pupils taught How well is the school led and managed What should the school do to improve further
Michael Vineall 9224	Lay inspector		How well does the school care for its pupils How well does the school work in partnership with parents
Anne Waters 13827	Team inspector	Foundation Stage Equal opportunities English Art and design Design and technology History Geography	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a Catholic Primary School situated in the village of Bollington, about 3 miles from the town of Macclesfield in Cheshire. The school is smaller than other primary schools with 77 pupils on roll. Assessment data shows that over recent years children's attainment on entry to the school is at a slightly above average level. Last year's intake of children was at a more average level. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils on the school's register of special educational needs is slightly below the national average, with a higher than average percentage of pupils with a statement of special educational need. The school reflects the ethnic mix of the area that the school serves and most pupils are of white ethnic origin.

HOW GOOD THE SCHOOL IS

This is a school where the strengths outweigh the weaknesses. There are significant and impressive strengths at Key Stage 2, which enable the pupils to achieve their full potential by the time they leave the school. The rich and vibrant learning opportunities on offer at this key stage mean that pupils achieve well in many subjects. There is, however, some evidence of underachievement at Key Stage 1 and the provision for children in the Foundation Stage is presently unsatisfactory. Pupils throughout the school have very good standards of behaviour and attitudes to work. The school promotes pupils' spiritual, moral, social and cultural development in an impressive manner. Teaching at Key Stage 2 is very good and on occasions excellent. The manner in which the school cares for its pupils is very good. Taking all factors into account the school is providing satisfactory value for money.

What the school does well

- By the time pupils leave school they achieve their full potential and standards are above average in English, mathematics, science, history, art, music, and physical education.
- The curriculum and learning opportunities on offer at Key Stage 2 are vibrant and challenging.
- The very good, and on occasions excellent, teaching at Key Stage 2, enables pupils of all abilities to make very good progress.
- The school promotes, expects and achieves very good behaviour and attitudes to learning.
- The school makes impressive provision for pupils' spiritual, moral, social and cultural development.
- Procedures to ensure pupils' welfare and well-being are very good.
- Good provision is made for pupils with special educational needs.
- The parents have very positive views about the school.

What could be improved

- Standards in reading and writing at Key Stage 1 are below average and some pupils are not achieving as well as they should.
- The provision made for children in the Foundation Stage is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since its last inspection in 1997. Standards when pupils leave school are at a higher level than they were in 1997. There is a much higher incidence of very good teaching at Key Stage 2. The key issues that were identified have been tackled in a systematic manner. The school recognises that there is a need to tackle the quality of learning and provision for the younger pupils in school. Overall, there is a good team spirit within the school. The headteacher and the Governing Body show a steely determination to tackle the identified issues. This indicates that the school is well placed to improve and develop still further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	A	C
mathematics	B	C	B	D
science	C	B	C	E

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

The table shows that the school's results in the 1999 end of Key Stage 2 National Curriculum tests were well above the national average in English, above average in mathematics and at an average level in science. The school's performance when judged against similar schools is clearly more variable. The small nature of the school means that only a small number of pupils are assessed each year and so comparisons with national data are unreliable. The results from the 2000 tests show that a high percentage of pupils achieved the expected level for all three subjects, with a considerable percentage of pupils exceeding this level. Inspection findings show that current standards are above average in all three subjects with, again, a significant percentage of pupils on track to exceed the levels expected nationally for 11-year-olds. The important factor at this key stage is that standards are at a high enough level, pupils achieve well, and improvements are in line with the national trend. The very good quality of literacy and numeracy teaching at this key stage suggests that the targets the school has set itself in these areas could be exceeded and the school is reviewing the targets to ensure that they are at a challenging enough level. By the time pupils leave school, standards in art, history, music and physical education are above average. Attainment in other subjects is at an average level with the exception of some elements of information technology.

Between 1996 and 1999, attainment at Key Stage 1 had been consistently well above the national average in reading, writing, mathematics and science. The results of the 2000 test results showed a dip in attainment levels. This, however, can be explained by the fact that the cohort contained a significant percentage of pupils that were on the school's register of special educational needs. Inspection findings show that the current standards in reading and writing are below average and at an average level in mathematics and science. Some pupils are not achieving as well as they could be. Attainment is at an average level in all other subjects with the exception of some elements of information technology.

The attainment of children when they start school is usually typical of their age in most areas, with some children having above average attainment in their language development. The latest intake of children was at a more average level. By the end of the Foundation Stage, the children have achieved the nationally recommended Early Learning Goals in all areas of learning, but some children could be achieving better standards in some areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils clearly love coming to school and are very keen to do well. They show an infectious enthusiasm for learning, particularly at Key Stage 2.
Behaviour, in and out of classrooms	Very good. The pupils behave very well in class and around the school and at break times. Pupils show a willingness to work together and show high levels of respect and courtesy to staff and one another.
Personal development and relationships	Relationships throughout the school are very good and this helps to create a very positive ethos within the school. The personal development for the older pupils in the school is promoted in an impressive manner.
Attendance	Attendance levels at the school are very good and well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
17 Lessons seen overall	Unsatisfactory	Satisfactory	Very 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.

During the week of inspection 12 per cent of teaching was excellent, 29 per cent very good, 24 per cent good and the rest satisfactory. All the good, very good and excellent teaching seen was at Key Stage 2 where literacy and numeracy are taught particularly well. Teaching at this key stage provides pupils with a challenging and exciting range of learning opportunities across many areas of the curriculum and makes sure that pupils achieve well and always realise their full potential.

Although no unsatisfactory teaching was observed at Key Stage 1 and the Foundation Stage during the week of inspection, reading and writing skills are not always taught in a systematic manner and work set over time is not always at a challenging enough level. This indicates that over time teaching has not always been at a satisfactory level for children in the Foundation Stage and for pupils at Key Stage 1.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided for pupils at Key Stage 2 is very good because of its vibrant and challenging learning opportunities. The curriculum is satisfactory overall at Key Stage 1 but unsatisfactory in the Foundation Stage.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the spiritual, moral social and cultural development of all pupils, which makes a powerful contribution to their personal development.
How well the school cares for its pupils	This is a very caring and supportive school where the welfare of pupils is given great importance. Very good procedures are in place to promote good behaviour across the school.
Partnership with parents	The school has established strong links with parents who are keen to support their children's education. The school and parents form an effective partnership and parents are encouraged to play an active role in supporting the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher leads the school well and tackles identified issues with rigour to move the school on. Most members of staff show commitment to this and a desire to consistently raise standards.
How well the governors fulfil their responsibilities	Governors use their individual and professional skills well to support the work of the school and are increasingly recognising the need to be more actively involved in holding the school to account for the quality of education it provides.
The school's evaluation of its performance	The headteacher carries out detailed analyses of test and assessment data and uses the information to set priorities for improvement. The headteacher has already identified that these procedures and those for monitoring teaching and learning need to be more rigorous.
The strategic use of resources	Overall, this is satisfactory, but the school needs to ensure that all available teaching and learning resources are used to their fullest potential to improve the quality of provision in the Foundation Stage. The school applies the principles of best value in an appropriate manner and, taking all factors into account, provides satisfactory value for money.
Staffing, accommodation and learning resources	The standard of accommodation is good and provides an attractive learning environment. The staffing levels of teachers and support staff, together with the quantity and quality of resources are satisfactory to meet the needs and demands of the primary curriculum.

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 fact that their children enjoy school. • The good progress that children make. • The high standards of behaviour. • The good quality of teaching. • The approachability of staff and the partnership between home and school. • The manner in which the school is led and managed. • The expectations the school has in terms of academic and personal development. 	<ul style="list-style-type: none"> • The amount of work children are expected to complete at home. • More information relating to how their children are getting on. • The range of activities outside of lessons.

Inspection findings support many of the parents' perceptions about the quality of education that the school provides. There is, however, a greater disparity between Key Stage 2 and the rest of the school than envisaged by the parents. The amount of homework that is set is similar to that found in the majority of primary schools. Information relating to how children are progressing and the quality and range of activities provided outside of lessons are satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Inspection findings show that the oldest pupils in school are achieving well and that standards are above average in English, mathematics, science, art, history, music and physical education. A significant percentage of pupils are on track to exceed the levels expected of 11-year-olds in all these subjects. Assessments carried out soon after children start school show that attainment on entry is usually typical of their age in most areas, with some children having above average attainment in their language development. The levels of attainment achieved when the pupils leave school owe much to the very good quality of teaching at Key Stage 2 and to the good and often very good progress that pupils of all abilities make at this key stage. The work that is set is often challenging and the lessons and learning opportunities are vibrant and stimulating. As a result, pupils achieve well and fulfil their potential in most areas of the curriculum. Inspection findings indicate that standards in Year 2 are currently below average in reading and writing and at an average level in mathematics and science, with some weaknesses in the investigative abilities of pupils. There is evidence of some underachievement at this key stage. Standards in other subjects are at an average level. The weaknesses in this key stage are directly linked to weaknesses in the way in which the skills of reading and writing are being taught.
2. The provision that is made for children in the Foundation Stage is at present unsatisfactory and is having a negative impact on children's progress, particularly in the areas of communication language and literacy, mathematics and knowledge and understanding of the world. Attainment on entry to the school is usually at a typical level for children of this age, although some children have more advanced skills, particularly in language and communication. The present cohort started school with average levels of attainment and most are on track to achieve the nationally recommended Early Learning Goals in all areas of learning by the time they start Year 1. Much of the teaching is provided by a nursery nurse and while many of the tasks set by herself and the teacher consolidate children's learning, opportunities are missed to push children on through more practical and exciting learning activities or to develop children's early reading and writing skills. The school has already recognised that there are weaknesses in provision and has put in place procedures to address the issue.
3. The National Curriculum tests and assessments for 7-year-olds in 1999 showed that attainment in reading, writing, mathematics and science was at least well above national averages and was in some instances very high in comparison to them. The school's results were also favourable when compared to similar schools. This had been the picture over a prolonged period of time, and when the four years 1996 to 1999 are taken together, results in writing and mathematics were very high and well above the national average in reading. The results dipped in 2000, but evidence shows that out of the 12 pupils in the cohort, 5 were on the school's register of special needs. Despite this, a significant percentage of pupils achieved at least the level expected of 7-year-olds (Level 2), particularly in writing and mathematics. The results over time show that boys performed better than girls. The differences between the test results and inspection findings can be explained by the fact that there are gaps in pupils' reading and writing skills that are preventing them achieving as well as they should. The lack of opportunities for pupils to undertake investigative and problem solving tasks in mathematics and science impacts negatively on pupils' ability to think things through for themselves when tasks or tests set are at a more demanding level.

4. The National Curriculum tests and assessments for 11-year-olds in 1999 showed that pupils' attainment in English, mathematics, and science was above the national average. The school did less well when compared to similar schools mainly because of the lower percentage of pupils that exceeded the level expected of 11-year-olds. Taking the four years 1996 to 1999 together, the pupils' performance in English was well above the national average, above average in mathematics and close to the national average in science. The results of the 2000 tests show that a high percentage of pupils achieved the level expected of 11-year-olds (Level 4), with a significant percentage of pupils achieving the next higher level (Level 5), particularly in English. The trend in the school's average National Curriculum points over time is broadly in line with the trend found nationally. The inspection findings showed that the quality of teaching at this key stage is consistently of a high standard and that pupils achieve standards that match their ability levels. The higher attaining pupils are challenged and there is no evidence of any underachievement. Any variability in attainment from year to year or by gender can be explained by the natural ability of different groups of pupils. The school is smaller than most primary schools and only a small number of pupils are tested each year at the end of both key stages. Any comparisons with national data and statistics have to be carried out with a degree of caution.
5. The percentage of pupils on the school's register of special educational needs is just below the national average. There is, however, a higher than average percentage of pupils with a statement of special educational need. Pupils with special needs receive well-targeted support and individual education plans are of good quality and contain targets that are both realistic and challenging. Pupils with special educational needs make satisfactory progress at Key Stage 1, and good progress at Key Stage 2. By the time these pupils leave school the progress they have made is reflected in their levels of attainment which are similar to some of their classmates.
6. Inspection findings show that standards in speaking and listening in English are above average at the end of both key stages. Standards in reading and writing are below average at the end of Key Stage 1 and above average at the end of Key Stage 2. Throughout the school, the pupils listen attentively and use a good level of expressive vocabulary to answer questions or to express their views and opinions. Progress in this area of the curriculum is satisfactory at Key Stage 1 and good at Key Stage 2. Despite the fact that standards in reading and writing have been consistently high at the end of Key Stage 1 in recent years, they are currently unsatisfactory. Pupils are not being taught the necessary reading skills in a systematic and progressive manner. Consequently, they do not possess a wide enough range of strategies to help them when they come across unfamiliar words. In writing, pupils are not able to write extended pieces of work or organise their writing in a coherent manner. Progress at the present time in reading and writing is unsatisfactory, with evidence indicating that the higher attaining pupils are not achieving as well as they should. At Key Stage 2, pupils of all abilities make good progress and by the time they leave school they achieve well in reading and writing, although there is room for further improvement in reading. Many pupils leave school as accurate and fluent readers but not all are adept at being able to understand beyond the literal level. Standards in writing are good. Pupils write extended pieces of writing for a wide range of audiences and purposes that are of good quality. Good attention is paid to punctuation, grammar and presentation. The school has implemented the National Strategies for the teaching of Literacy and Numeracy at both key stages. The Literacy Strategy is being far more rigorously followed at Key Stage 2 than at Key Stage 1 and this in part explains the variability in standards that is apparent at the present time. The Numeracy Strategy is being applied at both key stages but is having a bigger impact at Key Stage 2 because of the quality of the teaching. Numeracy

is promoted across the curriculum at both key stages, but there are not enough opportunities being provided for pupils to write in other areas of the curriculum at Key Stage 1 and this is having a negative impact on pupils' attainment and progress.

7. In mathematics and science, standards at the end of Key Stage 1 are at an average level and above average at the end of Key Stage 2. At Key Stage 1, the pupils have a secure grasp of number, space, shape and measures. In science, the pupils show a broad base of knowledge across all elements of the subject. The weaknesses are that pupils are not provided with enough opportunities to carry out practical, investigative and problem solving activities in these subjects. This means that attainment in the using and applying and investigative elements of mathematics and science is not currently at a satisfactory level. Progress at this key stage is satisfactory in these subjects but, on occasions, there is not enough challenge for the higher attaining pupils and, when this is the case, progress is unsatisfactory and the pupils do not achieve as well as they should. At Key Stage 2, pupils of all abilities make good progress and achieve well. Pupils show good mental agility and carry out calculations quickly and accurately. Pupils' knowledge and understanding of shape, measures, data handling and probability is good. In science, the pupils achieve equally well because they use their good base of scientific knowledge to help make accurate predictions and explanations in the wide and varied investigative tasks they are asked to carry out.
8. Standards in information and communication technology are satisfactory in most elements at the end of both key stages. Pupils in both key stages are confident computer users and good use is made of computers at Key Stage 2 to support work in other areas of the curriculum, such as mathematics, science, English and for research purposes. The use of computers across the curriculum at Key Stage 1 is satisfactory. There are elements of the subject that are not at a satisfactory level at the end of both key stages. These are in the strands of control technology and the use of sensors. In addition, the school has yet to fully exploit the full potential of the Internet and electronic mail as methods of communication.
9. Standards in art and design, design and technology, geography, history, music and physical education are at an expected level at the end of Key Stage 1. The progress that pupils make is satisfactory. Attainment is stronger at the end of Key Stage 2. This is mainly because of the quality of teaching and the rich and stimulating curriculum that is on offer. By the time pupils leave school, they exceed the level expected nationally in art, history, music, and physical education. Progress is good in all these subjects for pupils of all abilities. In art, pupils show good skills and good quality finished products when working with a wide range of media including paint, textiles, oil pastels and three-dimensional work. In history, the pupils have a good sense of chronology, a good knowledge of the periods in history they have studied and have developed good skills in helping them to become high quality historical investigators. In music, pupils sing, compose and appraise music well. They have a good understanding of musical terminology. In physical education, pupils have well-developed games' skills that enable them to compete and achieve well against one another and other schools. Standards in swimming are equally good.
10. There are clearly differences in attainment levels between the younger and older pupils in school that have not been apparent in recent years. The provision made for children in the Foundation Stage, the weaknesses in the systematic teaching of the required reading and writing skills at Key Stage 1 and the subsequent lack of challenge are key factors attributing to this situation. The school has already started to address the issue and the commitment and determination of the headteacher and governors to succeed

indicates that the school is appropriately placed to improve standards to their previous high level.

Pupils' attitudes, values and personal development

11. Pupils' display very good attitudes towards learning and are very positive about the school. They co-operate very well with their teachers and settle down quickly to their tasks, listen attentively to instructions and ask pertinent questions to seek advice or support where necessary. In the best lessons, pupils respond well to appropriately challenging work and show initiative. They show high levels of interest and concentration in their work. Pupils are keen to answer whole class questions. For example, in a Year 3/4 literacy lesson, they were very enthusiastic in answering the teacher's questions about how to locate information in a non-fiction text. Pupils take a pride in their achievements at school. Pupils also show high levels of interest and involvement in extra-curricular activities including sports. The school has a strong tradition of sporting achievement and involvement with musical activities in the local area. At Key Stage 1, pupils try hard to please and respond well to praise and encouragement but a small number have limited concentration levels and tend to lose interest if activities are not exciting. The younger children in the Foundation Stage are developing positive habits in their learning. They share role-play areas and equipment with good consideration for each other and generally play and work very well together. Pupils of all ages enjoy being recognised for their achievements in assemblies and all applaud each other's achievements whether academic, sporting or cultural.
12. The school has successfully maintained the high standards of behaviour found at the last inspection. Behaviour is very good throughout the school. This makes a considerable contribution to pupils' progress in lessons. The school is a friendly, happy and orderly community. Pupils behave very sensibly in classrooms, and in and around the school. They show consideration for the welfare of others and support each other with genuine concern. There are no indications of friction or disharmony in the school and bullying is not a problem. Pupils are courteous and show respect for staff and visiting adults. They respond well to the high expectations of staff and their consistent approach to managing behaviour. Through this, and the attention to personal and social education, pupils have a very good and clear understanding of the impact of their actions on others. There have been no exclusions at the school in recent years.
13. Relationships between pupils and staff are very good. There is clear evidence of the mutual respect and of the value placed on each individual. Pupils relate well to their class teachers and feel that they can turn to them or to any other adult working in the school for help or assistance. Pupils show an excellent level of respect for the feelings, values and beliefs of others. They talk freely and confidently about themselves and their school. The polite manner in which they carefully listen to, and value one other's contributions and achievements in lessons is most impressive. Good examples of paired and group work can be seen in all classrooms. Pupils are polite, relaxed and courteous in the presence of adults. Respect for school buildings and grounds is evident in the lack of litter and the care pupils show for their own and others' property and for the many very good displays of work and artefacts. Pupils are trustworthy and honest and share equipment and learning resources sensibly in lessons.
14. Personal development is very good, particularly at Key Stage 2. Pupils show a very high level of initiative in learning. Library and research skills are taught well and pupils can demonstrate a high level of independence in their learning. For example, in a history lesson, good use was made of historical evidence, including the local census of

1881, and pupils are good at selecting their own learning resources from the local library. Pupils respond well to opportunities to take and accept responsibility. For example, at lunchtimes they help clear tables and utensils and they often volunteer for this. Pupils show great pride and commitment when given the opportunity to support the school and they take their responsibilities seriously. For example, some younger pupils show initiative by suggesting fund raising projects and carrying them out, whilst older pupils have made and sold biscuits in their effort to support a charity. Older pupils are particularly caring towards younger ones.

15. The high standards reported in the last inspection have been maintained. Parents expressed satisfaction with the standards, values and quality of learning provided by the school. The positive attitudes, standards of behaviour and personal development make a significant contribution to the overall ethos of the school and the positive climate for learning.
16. Attendance is very good in the school, with unauthorised absence barely existent and authorised absence accounted for almost entirely by medical reasons and holidays taken in term time. Pupils arrive on time to school, allowing lessons to get off to a prompt start. Pupils clearly enjoy coming to school.

HOW WELL ARE PUPILS TAUGHT?

17. The school is small in size and there are only three classes. At Key Stage 2 there are two classes. One caters for pupils in Years 3 and 4, the other for pupils in Years 5 and 6. Two teachers share teaching for the younger pupils at this key stage. The children in the Foundation Stage are taught with the pupils in Years 1 and 2.
18. During the week of inspection, 12 per cent of teaching was excellent, 29 per cent very good, 24 per cent good and the rest satisfactory. All the very good and excellent teaching seen was at Key Stage 2. Teaching at Key Stage 2 is a real strength of the school and makes a powerful contribution to the good and, on occasions, very good progress pupils make at this key stage in most subjects. The teaching is challenging and exciting. This, coupled with the vibrant curriculum and learning opportunities that are on offer at this key stage, means that the pupils learn a lot both within lessons and over time. A different picture emerges in the Foundation Stage and at Key Stage 1. Although no unsatisfactory teaching was observed during the week of inspection, areas of provision and organisation in teaching are unsatisfactory in these stages of pupils' education and there is some evidence of underachievement, particularly in reading and writing. Where this is the case, progress is unsatisfactory because pupils do not make the gains in their learning that they are capable of.
19. The school has implemented the National Literacy Strategy at both key stages but its impact is more effective at Key Stage 2, because it is here that it is being followed far more rigorously and having a significant impact on raising standards. Teaching of literacy at Key Stage 2 is very good. Planning is detailed and teachers have high expectations. Shared texts are chosen and used well to further pupils' knowledge.
20. At Key Stage 1, the better elements of teaching are the management of pupils within literacy lessons and the sharing of the lesson objectives with the pupils, so that they know what is expected of them. The teaching of basic skills in reading and writing is unsatisfactory. This leads to gaps in pupils' learning and, for example, pupils are not able to use a variety of strategies to help them work out unfamiliar words or to organise

their writing in a coherent manner. This means that not all pupils make the progress or achieve the standards they should.

21. The implementation of the National Numeracy Strategy has been carried out appropriately with the impact being greater at Key Stage 2. Teaching is good at Key Stage 2 with some very good teaching seen for the younger pupils. Teaching at Key Stage 1 is satisfactory with some weaknesses. At both key stages, the teachers use quick fire mental warm up sessions, which enthuse the pupils and set the tone for the rest of the lesson. The level of expectation is higher at Key Stage 2, where progress is good. Teaching is at its best when the teacher discusses the different strategies that pupils used to arrive at their answers. An example of this was seen in Years 3 and 4 where the whole class benefited and learned from exploring the different ways of adding 199, 299 399 and so on. At Key Stage 1, there is much emphasis placed on following commercially produced workbooks rather than consistently balancing this with practical and investigative tasks where pupils have to find things out for themselves. As a result, pupils' learning is consolidated but not always pushed on, and their progress in the element of using and applying mathematics is unsatisfactory. Inspection evidence shows that at Key Stage 1 numeracy is promoted in a satisfactory manner across other areas of the curriculum, such as science and geography. Insufficient opportunities are provided at this key stage for pupils to write in other areas of the curriculum and this impacts negatively on the progress that pupils make in writing. A far more positive picture emerges at Key Stage 2, where pupils write extended and empathetic pieces of work in history and well-structured explanations in science. Numeracy skills are promoted equally well through accurate measuring in science, grid referencing in geography and extensive historical investigations.
22. The manner in which teaching is organised at the Foundation Stage is leading to elements of the teaching that are clearly unsatisfactory. The school has recognised that the present set-up is not functioning as effectively as it should and has already put in place measures to address the issue. However, the present arrangements are impeding the learning of the children and progress is unsatisfactory in some areas of learning. The teaching for the children is shared between the teacher and the nursery nurse who puts a great deal of effort into trying to provide relevant and meaningful learning experiences for the children. However, children are often taught in the hall, away from the pupils in Years 1 and 2. The teacher does not provide enough guidance for the nursery nurse or monitor sufficiently the quality of work or learning that the children take part in and complete. Much of the work is geared to the development of communication, literacy and mathematical skills but not enough attention paid to how these skills could be developed through practical hands-on experiences as opposed to routine worksheet activities. The management of the children and the quality of relationships are strong features of provision at this stage but these are offset by the weaknesses, which result in children not making the progress of which they are clearly capable.
23. The school has a slightly below average percentage of pupils on the register of special educational needs. There are, however, an above average percentage of pupils with statements. The individual education plans that are drawn up for pupils are of good quality, with clear targets. The pupils benefit from well-targeted support. The quality of direct teaching they receive is similar to that of their classmates. By the time pupils leave school, assessment data shows that attainment levels for many pupils with special needs is not that dissimilar to that of some of their classmates. This indicates that the progress they make is at least satisfactory and good at Key Stage 2.

24. The subject knowledge that teachers demonstrate, apart from the weaknesses already identified, is secure with some strengths. Where there are particular strengths, the knowledge and enthusiasm of the teacher are picked up by the pupils who cannot wait to get on with the work that is set. In an excellent history lesson for pupils in Years 3 and 4, the teacher used her obvious knowledge of Victorian England to hold the pupils spellbound. To bring home to the pupils the differences in lifestyles, she had the pupils cleaning boots, polishing brasses and setting the fire. Immediately after this, the pupils were delving into primary and secondary sources of evidence to find out more. Groans of disappointment filled the room as the lesson ended. Teaching in design and technology is good across the school when teachers stress the evaluating as well as the designing and making elements of the subject. The school recognises that there are some weaknesses in teachers' knowledge and expertise when working with computers and has addressed this by teachers attending in-service training courses. There is still further training to be undertaken to ensure that teachers are conversant with all elements of the subject, but the benefits of the training are already being felt. The use of information technology to support other areas of the curriculum has increased in subjects such as mathematics, history, science, geography and English. This is more evident at Key Stage 2.
25. The school uses the individual talents of teachers well, with some teachers taking classes other than their own for music and physical education. Here, the pupils benefit from the expertise that the teachers bring to the teaching and as a result pupils make good progress as well as thoroughly enjoying themselves. Teachers at Key Stage 2 use technical vocabulary well to enhance pupils' learning. A very good example of this was seen in a science lesson on food chains for the pupils in Years 5 and 6. From the very start of the lesson, the teacher uses terms such as producer, carnivore, herbivore and predator, all of which helped the pupils develop a better understanding of food chains. The teachers at this key stage put a great deal of emphasis on learning through practical and investigative methods as well as the more formal methods. Whether it be carrying out historical investigations, scientific experiments or experimenting with different media and techniques in art, the results are the same - a vibrant range of learning opportunities that challenge and motivate the pupils.
26. The quality of lessons is often enhanced because teachers pay good attention to the resources that are needed. In a geography lesson for pupils in Years 3 and 4 where the pupils were studying the locality, the teacher produced a very large ordnance survey map from which the pupils were able to identify all the local landmarks. Great excitement spread on pupils' faces when they could actually pinpoint the roads where they lived. This attention to detail, that is a common occurrence at Key Stage 2, impacts powerfully on pupils' learning and the progress that they make.
27. The quality of relationships between the pupils and the staff is very good throughout the school and this helps to create a positive atmosphere for learning. The management of pupils is another strength of teaching that is apparent in all classes. The style is relaxed but focused, and pupils are under no illusions about what is expected from them in terms of behaviour. The overuse of worksheets at Key Stage 1 restricts pupils' learning because the worksheets do not provide enough challenge or scope for pupils' talents or creativity. Many opportunities are provided at Key Stage 2 for pupils to undertake personal study and research across the curriculum.
28. Teachers provide a great deal of ongoing praise and constructive criticism to help pupils' improve their work. The marking of pupils' work is variable. There are excellent examples where the teacher makes quite clear to the pupil why a piece of work is of a good standard or what exactly the pupil needs to do to improve. When this happens,

the pupil clearly shows a willingness to take on board the comments and there is a visible improvement in the work. On other occasions, marking is cursory and does not make clear what is good or what needs to improve. A small percentage of parents are not happy with the amount of homework that is set. Inspection findings show the amount and range of tasks that are set for homework to be satisfactory and similar to those found in the majority of primary schools. A high percentage of parents state that the quality of teaching is good. These perceptions are not accurate in terms of teaching at the Foundation Stage.

29. The quality of teaching at Key Stage 2 has improved since the last inspection and there is a higher incidence of very good teaching with some excellent practice now evident. The good practice that was identified at the last inspection at Key Stage 1 and at the Foundation Stage is no longer evident as there are weaknesses in teaching within these stages that need to be addressed in order for pupils learning, progress and achievement to improve.

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

30. The curriculum is broadly satisfactory overall and, in most respects, meets statutory requirements with the exception of the provision for the children at the Foundation Stage, which is unsatisfactory. It is very successful in promoting pupils' personal and social development. The curriculum at Key Stage 2 is rich and stimulating and provides a range of good quality learning experiences, which promotes good learning and intellectual development. At Key Stage 1, there are weaknesses in how the pupils' reading and writing skills are developed and a lack of opportunities to learn through practical and investigative activities in subjects, such as mathematics and science.
31. The curriculum for the Foundation Stage is unsatisfactory. Planning for the learning for children in the Foundation Stage is not planned carefully enough to support the children's progress towards the nationally agreed Early Learning Goals for each area of their learning. Although the school follows the nationally recognised curriculum for the Foundation Stage, elements of teaching for the children in this phase are unsatisfactory. The reception age children are withdrawn for a part of each day to work in the hall. All the activities are planned by the teacher but delivered by the nursery nurse. The children experience a narrow curriculum that does not offer enough challenge. The hall is set up to provide different activities such as sand and water play, a creative area and a role-play area. Although children take part in these activities with enthusiasm, planning does not always make clear what children are to learn from taking part. In short, the planning lacks specific and precise learning objectives. The curriculum is planned to the recommended six areas of learning but the topics do not consistently encourage children's natural curiosity in new things and active experiences. Observational comments or records of what children have achieved are not kept. Relevant and appropriate information on children's progress and attainment is not well organised to provide a clear profile of each child. Information is passed between the nursery nurse and the teacher, but this tends to be on an informal basis. This means that tasks are not always modified to meet the individual needs of children.
32. All subjects of the National Curriculum are taught over the course of a year and the school is in the process of adopting the curriculum guidance that has been provided nationally. This is an important feature so that the school provides a curriculum that has continuous and increasing challenge both within and across the subjects as pupils move through the key stages. This is particularly important where there are mixed age

groups in the same class. The curriculum provided at Key Stage 1 is reasonably broad and relevant and covers all subjects of the National Curriculum. However, there are weaknesses in the manner in which pupils' reading, investigative and problem-solving skills are developed, together with elements of information and communication technology at both key stages.

33. At Key Stage 2, the curriculum is broad, balanced and relevant. It provides rich and varied learning opportunities in most subjects. A strong feature is that pupils are encouraged to find things out for themselves. In mathematics and science, pupils are given lots of opportunities to take part in investigative tasks. In history, pupils examine primary and secondary sources of evidence, as they become confident historical enquirers. Good attention is given to the teaching of the basic skills of literacy and numeracy. Every opportunity is taken to promote pupils' literacy and numeracy skills across the curriculum. All these factors have a significant impact on pupils' learning and contribute to the good progress that they make at this key stage. The school is successful in providing good quality, interesting and practical learning experiences for the pupils in both classes.
34. The effectiveness of the school's curricular planning varies between subjects and among teachers. In Key Stage 2, planning is based on the National Curriculum programmes of study and links across subjects are made wherever possible. A good example of this is seen in Year 3 and 4 where learning in history, geography and literacy are interwoven successfully and well supported by the use of information technology, based on the topic of Victorians. Very thorough and detailed planning clearly identifies specific and appropriate learning objectives and skilfully links pupils' learning across different subject areas. In Years 1 and 2, insufficient attention is given to supporting learning across subjects of the curriculum.
35. Provision for pupils with special educational needs is good and reflects the Code of Practice. The pupils with special educational needs are taught in classes with the rest of their age group and follow a similar curriculum. These pupils all have an individual education plan and the targets are detailed. Communication with parents is good and they are fully involved in the reviews of the pupils' statements of special educational need. Support and advice from agencies outside school make a satisfactory contribution to the progress and welfare of pupils with special educational needs.
36. About a third of parents that responded to the questionnaire sent out before the inspection felt that there was not enough provision of activities outside lessons. However, the inspection team found a good range of extra-curricular activities, most notably sporting and musical, taking place. Many of these took place at lunchtime; the after-school activities being somewhat constrained by the fact that there are only three full time teachers. For a school of this size, it was felt the provision of such activities was more than adequate.
37. The school makes very good provision for the pupils' spiritual, moral, social and cultural development. Since the last inspection, high standards of spiritual, moral, social and cultural development of the pupils have been maintained.
38. Pupils' spiritual development is promoted effectively throughout the school. Christian values pervade the school and Catholic traditions are upheld. The ethos of the school emphasises the importance of the pupils' spiritual development and this frequently occurs through collective worship, the curriculum and extra-curricular activities. Teachers grasp every opportunity to promote pupils' spiritual awareness and a very good example of this was observed when a teacher spoke sensitively about a loss in

her family and shared her feelings with the pupils. Tasteful wall displays and prayer areas within classrooms contribute effectively to the pupils' spiritual development.

39. The school makes very good provision for the pupils' moral development. They are well behaved, courteous and polite. One class, as part of their study of poetry writing wrote "A Recipe for Happiness". All the pupils are taught the difference between right and wrong and are encouraged to consider how their actions and behaviour might affect other pupils and adults in the school community. The school rules are negotiated with the pupils and displayed around the school. Pupils are encouraged to take responsibilities and teachers place trust in them to respond appropriately. Circle time makes an important contribution to the pupils' personal and social development and an awareness of citizenship is fostered through themes and stories. Support for a range of charitable organisations helps to develop in pupils a caring attitude for those who are less fortunate than themselves.
40. Very good provision is made for the pupils' personal and social development. The very good quality of relationships within the school is a major factor in the pupils' social development. The pupils are presented with many opportunities that enable them to understand one other's point of view and respect opinions that are different from their own. They are helped in many ways, particularly through assemblies and stories, to be aware of the needs of other people. For example, during a class worship time, the pupils were given an opportunity to think about the plight of the children in Moldova for whom they have been providing aid. During lessons, opportunities are provided for pupils to work in small groups and individually. Adults in school present very good examples to pupils and demonstrate courtesy, good manners and respect for all. This encourages pupils to relate well to the adults who are working in and visiting the school.
41. The curriculum makes a significant contribution to the pupils' cultural development. In subjects such as art, history, literature, music and religious education, the pupils develop a good appreciation of their own cultural traditions and the rich diversity of other cultures. For example, pupils have benefited from a workshop celebrating African Caribbean oral traditions of music, dance and story telling which effectively stimulate an interest in wider cultural issues. Visits to the school by artists, poets and the English National Ballet successfully foster pupils' interest and cultural development. High quality and stimulating wall displays in teaching areas and corridors celebrate effectively a broad range of cultural activities.
42. With the exception of the children at the Foundation Stage, the curriculum is socially inclusive and provides equality of access and opportunity for all pupils. Classroom assistants provide support of a high calibre. In addition, the curriculum at Key Stage 2 provides the pupils with appropriate and realistic challenges and the tasks set generally meet the needs of pupils of different levels of attainment. Planning at Key Stage 1 outlines tasks for pupils of different abilities but these are not consistently reflected in the teaching. Extra-curricular activities, for example, football, netball, recorder clubs and choir are open to all pupils. All pupils have equal access to the curriculum and all extra-curricular activities. These make an important contribution to the pupils' social skills.
43. The pupils benefit from a well-organised programme of extra-curricular activities that are well attended by both boys and girls. Members of staff give much of their own free time. The school offers its pupils a variety of additional experiences that effectively support the pupils' learning. These include visits in the locality and further afield. For example, pupils have recently returned from a residential visit to the Conway Centre in Anglesey. The pupils also benefit from links with the community. For example, Years 1 and 2 were helped to broaden their understanding of life and living processes by a

visitor who brought in and spoke about small animals. The pupils also gain from strong parish links that are well established and serve to widen the pupils' experiences.

44. The school makes very good provision for the pupils' area of learning related to personal, social and health education (PHSE) and citizenship. Each class follows a carefully planned programme that is based on the Shrewsbury Diocesan Policy. Within the health education programme, appropriate attention is given to drug misuse and sex education. The pupils are given essential facts and the necessary skills and knowledge to enable them to make informed choices now and in the future.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school provides good quality support to ensure pupils' well being, welfare and health and safety. Parents feel that the school is a caring community where the staff show concern and care for all individuals. These high standards have been maintained since the time of the last inspection.
46. There are appropriate arrangements for induction to the school. Arrangements are made for children and parents to visit the school. Information is provided that outlines to parents what they can do in the home to support their children's social and academic development. This sets the foundation of the partnership between school and home, and also helps children to settle quickly into the routines and demands of school life.
47. Arrangements for Child Protection are good and fully followed. The headteacher is the designated person and has attended all the necessary training. Staff are aware of the procedures to follow should any incidents occur.
48. The school has an appropriate health and safety policy. The school treats health and safety very seriously and the Governing Body has three governors with responsibility for this aspect of school life. They are well trained in this field and carry out risk assessments and safety audits on a regular basis. These procedures are effective in identifying any problems and taking action when necessary. No issues were noted during the inspection.
49. The welfare of all pupils is an important priority for the school. Pupils are confident in talking to their class teacher or other members of staff about any concerns they might have. Older pupils give younger ones a feeling of security and reinforce the caring family atmosphere of the school. All adults in the school know the pupils well and the care provided by the mid-day supervisors continues the calm and orderly ethos throughout the school day. Pupils with special educational needs are fully involved with all aspects of school life and receive good support. The school has developed appropriate links with outside agencies to support pupils and to further the level of support and guidance in areas such as health, safety, sex education and drug awareness.
50. The school has good procedures in place for monitoring and promoting good attendance. Parents are reminded about the need for regular, punctual attendance and parents co-operate fully in advising the school of reasons for absence at an early stage. The school discourages parents from taking their children on holiday during term time. Attendance is monitored effectively by the headteacher and absences are followed up. This close monitoring and effective promotion of good attendance, together with the fact that the pupils enjoy coming to school, means that the school benefits from high attendance rates.

51. The school's procedures for monitoring and promoting good behaviour are very good. The school has a good quality behaviour policy that is consistently applied by all members of staff. Details are kept of any incidents of bad behaviour. Parents and pupils are aware of the procedures that will be followed if there are any incidents of poor behaviour. The school operates as a community where good behaviour is consistently praised and poor behaviour is not tolerated. Staff have high expectations regarding behaviour and work hard to maintain high standards. This, together with the pupils' own self-discipline, adds to the attractive ethos of the school and contributes significantly to the effective learning environment that pervades the school.
52. The school has good procedures in place to assess pupils' attainment. These procedures include baseline assessment, national and standardised tests, and on going assessments. The results of these tests and assessments are carefully recorded in pupils' profiles so that their attainment and progress can be tracked as they move through the school. The school keeps good quality portfolios of moderated work that provide good guidance for staff in accurately assessing the level of pupils' work. The headteacher carries out a regular and detailed analysis of available test and assessment data to help identify areas of strength and weakness and to set targets for future development. The headteacher has rightly identified the need for this analysis to be more rigorous and to more actively involve the deputy headteacher, as leader of Key Stage 1, so that weaknesses in attainment are tackled. The school carries out tests of children's attainment soon after they start school. Not enough use is being made of this information to help guide planning and learning activities so that they more accurately meet the individual needs of the children. At Key Stage 1 and Key Stage 2, appropriate use is made of assessment data to inform planning. Assessment data of pupils with special educational needs is used well to devise learning targets in their individual education plans.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents expressed very favourable views about the school. They praised, in particular, the way the children wanted to come to school. Parents spoke highly of the approachability of staff, the good behaviour of pupils, the social and academic development of their children and the leadership and management of the school. Parents' views of the school have remained at this high level since the time of the last inspection.
54. Several parents help in the school on a regular basis. They mainly support reading activities or listening to pupils read, but also help in other areas of the curriculum such as art, geography or history. Others have helped with such work as creating story sacks. A well-supported Parent-Teacher Association does much to help raise considerable funds for the school as well as providing a range of social occasions where staff, parents and pupils can meet in more relaxed circumstances. Probably the most evident example of the good partnership between parents and the school is seen with reading. Many parents make a significant contribution to this area, which is co-ordinated through effective reading diaries. Some parents' comments are very detailed and diagnostic. Home-School agreements have been offered and signed by a majority of children's parents. Reports on pupils' progress are very full and detailed and are followed by a parents' meeting when additional supporting evidence is shown to parents. At these meetings the school aims to set targets and explain how pupils' progress relates to standards nationally. Parents value these opportunities to discuss their child's progress. Although a small number of parents would like such meetings to

be held on a more regular basis, the present format and frequency is similar to that found in the majority of primary schools and is judged to be satisfactory.

55. The school works hard to involve parents in their children's learning. Printed material goes well beyond the very adequate prospectus. New pupils are given a booklet that provides key insights into what and how the pupils will be taught in the main subjects. An equally good Health Education booklet details precisely the topics their children will address in each term, including sex education. There are very good quality newsletters providing information about functions, events, and specific areas of work being covered by pupils. Most parents are pleased with the information they receive from school, although a small percentage would like more. Inspection findings indicate that the information the school provides is regular, and of good quality. These many close links with parents undoubtedly contribute significantly to children's learning and progress. Parents are very much part of this school.

HOW WELL IS THE SCHOOL LED AND MANAGED

56. The overall quality of the way in which the school is led and managed is satisfactory. The headteacher leads the school well and tackles identified issues with a real sense of purpose and rigour to help the school move on. The headteacher has worked hard to develop a strong team spirit where there is a commitment to raising standards and improving the quality of education that the school provides. The small size of the school means that all the staff meet on a regular basis and discuss issues that need to be addressed to help to move the school on. The deputy headteacher is not as active in this process as she could be and this prevents the quality of leadership from being stronger. Other teachers and non-teaching staff show a readiness and willingness to reflect critically on what they do in order to secure improvements in their practice. The headteacher and deputy headteacher, together with the school's LEA advisor, have carried out lesson observations and the outcomes have been formally recorded and discussed with the staff involved. The headteacher has recognised the need to make monitoring procedures sharper by a more rigorous approach that includes the setting of targets and the regular scrutiny of pupils' work. This is an accurate assessment, so that the impressive strengths of the teaching that are clearly evident in school can be disseminated and the weaknesses in the teaching for the younger pupils in the school tackled. The headteacher has attempted in the past to carry out more frequent lesson observations but this has proved difficult because she has a heavy teaching commitment.
57. The school has appropriate systems in place to ensure that teaching and non-teaching staff attend training courses on a regular basis. The training needs are identified through individual discussions with members of staff and through an analysis of the school's needs and priorities that are identified in the school development plan. In most instances, the new knowledge and skills that staff acquire are put to good use in the classroom and, because of this, the quality of pupils' learning and the standards they achieve improves. An example of this is the training that staff have undertaken in information technology. This has led to an increase in confidence and expertise and to pupils being provided with more challenging tasks. There is a need for the school to ensure that staff teaching in the Foundation Stage attend further training so that the quality of provision improves and children consistently achieve the standards of which they are capable.
58. The school benefits from a supportive Governing Body that meets on a regular basis and discusses issues pertinent to the development of the school in great detail.

Policies and schemes of work are presented to the Governing Body and again there is a good level of discussion before the documents are ratified. The Governing Body has a number of committees in places that carry out much useful work in helping to manage the school. Most governors visit the school and a small number help in the classrooms. The literacy governor has seen literacy being taught in school. Other governors use their professional skills for the benefit of the school. The Governing Body performs their duties well but has rightly recognised that there is a greater need for it to be more actively involved in monitoring the work of the school on a more formal basis. Plans are already being drawn up for more focused visits to classrooms that would enable governors to have a better idea about the quality of education the school provides. The quality of relationships between the Governing Body and the school is very good and a number of governors commented on the very good quality of information that is provided by the Headteacher, which provides them with a better insight into how the school operates. Governors attend training courses provided by the LEA, which provide further insights into educational initiatives, both local and national, and enable them to set the school in a wider context.

59. The school has made satisfactory progress since the last inspection. Standards at the end of Key Stage 2 have improved significantly since the time of the last inspection. The curriculum and learning opportunities that are provided at this key stage are very good and make a powerful contribution to the very good progress that pupils of all abilities make. The quality of teaching has also shown improvement, with a higher incidence of very good teaching and some excellent teaching. This is offset by the quality of education at Key Stage 1 and the Foundation Stage, which has not progressed in the same manner. In terms of the key issues that were identified at the last inspection, the school now has good quality schemes of work, which when followed in a systematic manner help to ensure that pupils' prior attainment is built on. The school has put in place effective systems to assess and track pupils' progress as they move through the school. Systems and procedures to monitor and evaluate the quality of teaching need further improvement if such strategies are to realise their full potential in helping to raise standards and tackle weaknesses in teaching and learning. Effective procedures are now in place for the supervision of pupils before the start of the school day. Most of the staff show no signs of complacency and possess a drive to help the school move on. This, together with the fact that the Governing Body is set to become far more active in monitoring the work of the school, indicates that the school is appropriately placed to address the issues identified in this inspection.
60. The headteacher consults with all members of staff before defining the priorities to be included in the School Development Plan. The plan is seen by staff and governors alike as the vehicle by which the school is to move forward. The plan is effective because its main function is to outline what the school needs to do to improve standards. Governors discuss the plan in detail before it is approved and put into action. Priorities are carefully costed and the time-scales that are set are realistic. The weakness that prevents the plan being even more effective is the fact that procedures to monitor progress towards stated targets are not stringent enough and, as a result, weaknesses in what the school provides are not always picked up quickly enough. However, once such weaknesses are identified, the headteacher tackles them with rigour and determination and ensures that improvements are secured.
61. The headteacher carries out a detailed analysis of test and assessment data and uses the information to set targets for development both for the school and for individual pupils. This analysis includes seeking trends in attainment over time, differences in attainment levels between year groups and gender and weaknesses between different elements of subjects. The school recognises that there is a need for even greater

rigour to ensure that weaknesses are identified and tackled. The headteacher carries out much of this analysis herself and then shares the results with the rest of the staff. To reduce the workload for the headteacher there is a need for other members of staff to share in this analysis and for a greater use to be made of the assessment data that is collated when children start school to help guide and plan the tasks that are set for them.

62. The day-to-day finances of the school are well managed and the school secretary carries out the daily administrative tasks in a most efficient manner. This allows the school to run smoothly and also means that the headteacher is able to carry out her teaching commitments knowing that routine tasks will be dealt with in a pleasant, effective and unobtrusive manner. Financial planning is sound and takes account of the need to project beyond the current financial year in order to ensure that projects that require substantial capital are budgeted for. The school has been carrying too large a balance from one year to the next, but this has been rectified this year with additional money being spent on support staff, learning resources and building improvements. These initiatives have helped to create a far more effective and attractive learning environment, particularly at Key Stage 2. The finance committee meets on a regular basis and is active in setting and monitoring the budget. There is a good flow of information from the headteacher to the finance committee and this enables members of the committee to make well-informed decisions. The finance committee and the headteacher work well together to ensure that there is a close match of spending patterns to the priorities that are identified in the School Development Plan. The recommendations of the latest auditor's report have been acted upon and are now embedded in school practice.
63. The school makes effective use of its resources in most areas of school life. In most lessons, very good use is made of learning resources such as historical and geographical artefacts. At Key Stage 2 good use is made of learning support assistants who bring an added dimension to pupils' learning. The way in which the school organises the timetable for the class that is taught by two teachers means that the pupils benefit from the knowledge and expertise that the two teachers have in specific subjects. Teachers also teach classes other than their own for physical education and music because teachers have specific strengths in these areas of the curriculum. The skills of the teacher and nursery nurse in Key Stage 1 are not used to their fullest potential to have their biggest impact on pupils' learning. The school makes good use of its attractive and extensive grounds to support work in subjects such as science and geography. Satisfactory use is made of specific grants such as standards fund money to provide staff training in areas of the curriculum where staff do not feel as confident. An example of this is in information technology where staff training has led to an improvement in the quality of pupils' learning and their attainment. The money that is allocated for special educational needs is used in an effective manner to support identified pupils. The management of special needs provision is of a good standard. Procedures to identify and meet the needs of individuals are good and pupils' progress is monitored in an effective manner. Parents are fully involved in the review of their children's progress when appropriate and this strengthens the way in which school and home can work together for the benefit of children.
64. This school enjoys the benefits of good, pleasant accommodation that is well maintained. The new classroom, recently completed, adds to the good learning environment. The school is already planning its next extension that will mean that no pupil will be housed in a portable classroom, as is presently the case. Many displays around the school are not only aesthetically pleasing but are also an effective learning resource because of their rich and varied content.

65. The number, qualifications and the experience of teachers and support staff are satisfactory to match the demands of the curriculum. Appropriate arrangements are in place to guide and support staff that are new to the school. The school benefits from the good support it receives from caretaking and cleaning staff and from lunchtime supervisors. The quality and sufficiency of resources is satisfactory overall with strengths in music, physical education, and art and historical artefacts. These resources add to the quality of pupils' learning. In return, pupils handle and treat resources with care. Taking all factors into account the school is providing satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to improve the quality of education the school provides, the standards and the progress that pupils make the headteacher, staff and governors should:

1) raise the standards and tackle the instances of under achievement at Key Stage 1 by:

- improving the quality of teaching so that reading and writing skills are taught in a progressive and systematic manner;
- providing more opportunities for pupils to learn through practical, investigative and problem solving activities, particularly in mathematics and science;
- ensuring that the quality of teaching and learning is monitored in a rigorous manner;
- carrying out a more detailed analysis of available test and assessment data.

(paras 1,3,6,7,10,18,20,21,29,30,32,52,56,61,82,84,86,91,94,95,101,102,103,104,107,108,121,125.)

2) improve the provision that is made for the children in the Foundation Stage by:

- improving the quality of teaching so that activities are challenging and provide children with the opportunities to learn through practical, investigative activities as well as more formal methods;
- ensuring that the teacher takes full responsibility for ensuring that early reading, writing and number skills are taught in an effective manner and for monitoring children's progress.
- putting in place more rigorous procedures to monitor the quality of teaching and learning.

(paras 2,10,18,22,31,69,70,71,72,75,76,77,78,79,80.)

In addition the school should consider including the following less important weaknesses in the action plan:

- review how reading skills are developed at Key Stage 2 (*para 85*)
- continue to raise standards in information technology by improving the control and sensors elements of the subject and making more use of the Internet and electronic mail; (*paras 8,128,129,130*)
- make sure that the marking of pupils' work is used as an opportunity to outline to pupils what they need to do to improve their work. (*paras 28,101,106,125*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	29	24	35	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		77
Number of full-time pupils eligible for free school meals		0

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		14

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.0
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	2	7	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	100(100)	100(100)	100(100)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	100(100)	100(100)	100(100)
	National	82(83)	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	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	92(80)	92(60)	92(60)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	9	10	11
Percentage of pupils at NC level 4 or above	School	75(80)	83(80)	92(80)
	National	68(65)	69(65)	75(71)

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

The table does not show the number of boys and girls separately because of the small numbers of pupils that were assessed. This is done to ensure confidentiality

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	77
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	4.0
Number of pupils per qualified teacher	19.3
Average class size	25.7

Education support staff: YR-Y6

Total number of education support staff	4.0
Total aggregate hours worked per week	84

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	2000
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	£
Total income	198431
Total expenditure	251049
Expenditure per pupil	3260
Balance brought forward from previous year	62484
Balance carried forward to next year	9866

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	77
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	38	1	0	0
My child is making good progress in school.	39	57	2	0	2
Behaviour in the school is good.	49	49	2	0	0
My child gets the right amount of work to do at home.	32	48	9	11	0
The teaching is good.	41	54	4	0	1
I am kept well informed about how my child is getting on.	24	62	13	1	0
I would feel comfortable about approaching the school with questions or a problem.	52	43	4	1	0
The school expects my child to work hard and achieve his or her best.	43	50	5	0	2
The school works closely with parents.	41	50	5	2	2
The school is well led and managed.	44	49	0	2	5
The school is helping my child become mature and responsible.	45	50	5	0	0
The school provides an interesting range of activities outside lessons.	18	48	25	5	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. Children are admitted to the school in the September of the year of their fifth birthday and attend full time. On entry to school most children show attainment that is typical for their age and some show above average attainment in language development. The present cohort of children started school with more average levels of attainment. Most children have benefited from pre-school experience in local nurseries. Most children are on track to achieve the nationally recommended Early Learning Goals by the time they start Year 1.
68. The last inspection reported that the school made appropriate provision for the children who were under five, enabling them to make satisfactory progress. The quality of teaching was good and space in the classroom used very effectively to promote learning with the provision of a wide range of interesting activities.
69. This is no longer the case. The provision for children of this age is now unsatisfactory. The quality of the teaching of the children in the Foundation Stage has some satisfactory elements but the unsatisfactory features outweigh these. Although the school follows the nationally recognised curriculum for the Foundation Stage, the teaching is not planned carefully enough to support the children's progress towards the nationally agreed Early Learning Goals for each area of their learning and is not effective in helping children to develop the full range and depth of skills.
70. The children are withdrawn from the classroom to work with the nursery nurse in the hall for part of each day. All of their planned activities in the areas of learning covering communication, language and literacy, mathematical development and much of their learning in the area of knowledge and understanding of the world and creative development take place in the hall. The nursery nurse works extremely hard to provide appropriate learning activities for the children, but receives insufficient guidance from the class teacher. There is a heavy reliance on worksheet activities and commercially produced materials. There are not enough opportunities for children to learn through play. Children do not have the opportunity to choose from a range of activities that enable them to explore ideas and become more independent in their learning. The children join the rest of the class for registration and the introduction to some lessons. They also work together during physical education lessons and music.
71. The activities for the Reception children are not sufficiently practically based and do not consistently include the necessary elements of the national strategies for literacy and numeracy to enable the children to learn effectively. There are no established systems for pupils' achievements to be assessed. Although there is some liaison between the teacher and the nursery nurse, this is not regular or formal enough to have a big enough impact on improving the learning opportunities that are provided for the children. Although language and literacy and numeracy are given appropriate emphasis, the work lacks a sense of excitement and fun. The headteacher recognises that there are weaknesses in the provision that is currently being made and has already put in place procedures and strategies to address the issue.
72. Assessments of the children's skills are made in their first half term in school but this information is not always used effectively to target the planned activities to take account of the needs of individuals. Therefore, children are not enabled to make as much progress as they should.

73. At the time of the inspection, there were 7 Reception age children in the same class as ten Year 1 and eleven Year 2 pupils. The activities are planned by the teacher and delivered by the nursery nurse. Most days follow a similar routine that matches the subject timetable of the Key Stage 1 class. This usually takes the form of a period of language and literacy and a period of mathematical development each followed by other activities including role-play, and constructional toys and jigsaws. Outdoor play is taken with the other children.

Personal, Social and Emotional Development

74. Most pupils are socially mature and quite independent. They are used to working and playing with others. They settle well into routines and make satisfactory progress in their personal and social development. By the time they leave Reception, children demonstrate positive attitudes to learning and behaviour is good. The quality of teaching is satisfactory. This area of learning is given suitably high priority and all lessons include specific opportunities for pupils to concentrate, take turns and to develop independence. This is demonstrated in discussion time when children put up their hands to contribute rather than shout out and they listen with interest to what others have to say. They respond well to the high expectations of the teacher as they quickly get changed for physical education. The organised approach of the staff creates a calm working atmosphere in which children are actively engaged in their tasks. Through the consistent and fair approach of the adults, children are developing a good understanding of class rules, and the organisation of resources enables children to get out their own equipment and to tidy away at the end of an activity.

Communication, Language and Literacy.

75. Children are making unsatisfactory progress in acquiring early reading and writing skills. All make good progress in listening to adults and to each other. The quiet style of both the nursery nurse and the teacher encourages children to listen carefully and to wait their turn to speak. They enjoy talking about their experiences and most speak out confidently and chat easily with adults. This element of teaching is satisfactory but other elements are unsatisfactory.
76. The present arrangements for the teaching of literacy skills are not enabling the children to make a good start in learning to read. Reading is not taught systematically and, although children are given books to take home from the core reading scheme, this is not part of the teaching programme and is seen as a separate activity. The teacher does not work with the children through this scheme and these books are seen as children's homework and provide a focus for reading with classroom assistants or voluntary helpers in school. There are not enough interesting and inviting book corners or areas to encourage a love of books. Children are not sufficiently encouraged to choose to look at books in their spare moments. Most children recognise their name and most letters of the alphabet and are on track to achieve the early learning goals by the time they start in Year 1.
77. Insufficient good quality opportunities are presented for children to develop their writing skills. Most can write their name unaided but are not given opportunities to write for a purpose or to have a go at writing independently. They are mostly engaged in completing photocopied sheets with initial sounds and practising letter formation.

Mathematical development

78. Most children start school with appropriate mathematical knowledge but teaching does not build on this and, as a result, children do not make satisfactory progress. A suitable emphasis is placed on numeracy and opportunities are provided for children to develop their mathematical skills through routine tasks on paper. The children are able to recognise and write numbers. The children sort objects and use mathematical language such as bigger and smaller than in an appropriate manner. The teaching is unsatisfactory because not enough opportunities are provided for children to learn through practical activities as opposed to simply completing pencil and paper exercises. The hall has facilities for sand and water play but, when taking part in these activities, children are not set specific tasks or activities that have a defined learning objective. As a result, the activities tend to be play orientated as opposed to learning.

Knowledge and Understanding of the World

79. Children make unsatisfactory progress in developing their knowledge and understanding of the world and their progress is not as consistent as it might be. Opportunities for studying their immediate outside environment are currently limited. Small world play activities are available such as farms, playmats and car ramps to extend their awareness of the world, and imaginative play areas are turned into such things as “ A Veterinary Surgery” to extend understanding. When adult intervention in role-play activities is of good quality, the children make satisfactory progress in developing a greater awareness of the world and community in which they live. Children are developing satisfactory computer skills through using a variety of programs and can use the mouse accurately to indicate items on the screen. They are familiar with the tape player for listening to songs and stories. The nursery nurse provides satisfactory levels of support and guidance when children are working on the computer and deals with children’s misconceptions well.

Creative development

80. In creative development, children make unsatisfactory progress because of the lack of frequent opportunities to experiment with and explore different media. Although there is a small art and craft area in the hall, there is little to attract children or to support them in practising their skills or acquiring new ones. Under the direction of staff, children try out some design and technology techniques, such as making a moving card to show clouds and a rainbow. Music plays a relatively minor role in the Foundation Stage and pupils have little experience of playing instruments or making sounds.

Physical development

81. Children make satisfactory progress in physical development and most have already achieved the early learning goals. In formal physical education lessons they work hard to move in different ways and learn to walk like a caterpillar or hop like a bunny. They curl, stretch and roll with ease. Most children hold pencils and other tools correctly and show developing control and skill in colouring pictures and following patterns. The teaching in this area of learning is satisfactory. The teacher manages the children well in physical education lessons and points out to the children what they need to do to improve their performance. The teacher uses the lesson to reinforce the importance of children’s personal and social development when getting ready for the lesson and by making them aware of the needs of others when they perform their different sequences of movement.

ENGLISH

82. Standards in English are below average by the end of Key Stage 1. Although the assessment and test results in previous years have been well above average, the findings of the inspection show that at present the standards are not as high as they should be. Pupils make insufficient progress in reading and writing at Key Stage 1. The teaching of the basic skills of reading and writing is not satisfactory and pupils are not being enabled to acquire the necessary skills to become fluent readers and competent writers. The implementation of the National Literacy Strategy is in need of further refinement at this key stage in order to increase its effectiveness and improve standards. Pupils' speaking and listening skills are good. Almost all pupils achieve the expected standard for their age and a significant proportion achieve beyond this. The progress made by pupils with special education needs is similar to that of other pupils.
83. Pupils make good progress at Key Stage 2 and by the age of 11 standards are above average. By the end of the key stage, almost all pupils achieve the expected level of attainment in the National Curriculum tests for English and some reach the higher levels. In these classes the implementation of the National Literacy Strategy is leading to clearer objectives and more focused teaching. There is an appropriate choice and range of texts, which provide good opportunities for discussion, analysis and the development of skills, knowledge and understanding. This is having a positive effect on pupils' learning but there is still scope for improvement. This is especially so in the school's arrangements for the teaching of reading.
84. Standards in reading are below average at the end of Key Stage 1. Reading is not systematically or effectively taught. Although some attention is given to the development of phonic skills, this is not sufficiently well structured to enable pupils to build on their prior learning. Pupils work their way through the core reading programme and parents give valuable support by reading with their children at home. Pupils regularly read these books to classroom assistants and voluntary helpers in school. They are given the next book in the series when they have completed the current one and records are maintained to show which books have been read. However, there is not enough involvement of the teacher in this process and assessments of the difficulties pupils may be facing or precise observations of how pupils are tackling their reading are not made. Pupils do not receive the direct teaching and help they need and, consequently, they do not have a good grasp of a variety of strategies to help them read unfamiliar texts. The higher attaining pupils, in particular, are not reading as fluently or accurately as could be expected for their age and ability. Insufficient attention is given to sharing books and not enough emphasis is placed on the text and word level work in the literacy lessons.
85. Throughout Key Stage 2, pupils are expected to work their way through all thirteen levels of the reading scheme with the help of classroom assistants and parents, regardless of ability or interest. Insufficient attention is paid to the development of reading comprehension skills through collaboration and discussion. By the end of Key Stage 2, whilst most pupils have mastered the mechanics of reading and are able to read a range of texts with accuracy and fluency, not all make good use of inference. Some of the higher attaining pupils are well-motivated readers and read independently from a range of texts at home. Their knowledge of authors and children's novels is satisfactory. A few of the older pupils have developed higher order skills of skimming and scanning. Most of the pupils understand the purpose of contents and index pages and are aware of the organisation of the library. There is a reasonable range of fiction and non-fiction books in class libraries and in the school library. However, many of the books available, especially in the core reading scheme and those used to support the

teaching of English in the upper end of the school, are out-dated and in need of replacement.

86. In writing, standards are below average by the end of Key Stage 1. Pupils are not presented with enough opportunities for writing at length and do not have the necessary skills to organise their writing appropriately. Higher attaining pupils show a developing awareness of sentence structure and punctuation but this is not consistently applied. Average and lower attaining pupils are beginning to communicate their ideas and can spell some common words correctly but, in the main, they rely heavily on phonetic spelling. There are only limited opportunities for them to further develop and use their writing skills through work in other subjects. The standard of presentation is acceptable but sometimes shows a lack of care.
87. Throughout Key Stage 2, pupils make good progress and progressively build on their prior learning. They extend their range of writing across the curriculum in a number of subjects and apply their skills to produce writing of good quality. The majority of pupils are able to compose pieces that generally demonstrate accurate sentence construction, punctuation and grammar. Teachers grasp opportunities to reinforce pupils' knowledge and understanding of the basic rules of grammar, especially through skilful choice of texts that interest and motivate pupils and provide good learning opportunities. Well conducted whole class sessions focusing on a specific grammatical convention and well paced teaching quickly lead pupils to a confident understanding. A good example of this was seen in a Year 5/6 class, where pupils were revising and extending their understanding of verbs, and changing sentences from the first person to the third. This was followed by a reminder about the use of the past tense based on the log of the sinking of the Titanic. Higher attaining pupils write extensively using imaginative vocabulary. A good example of this was seen in a Year 5/6 class where pupils demonstrated their understanding of the need to create an impact and capture the reader's interest through a good introduction. Many are able to adapt their writing, for instance, to write a poem and some delightful examples of their work are displayed in classrooms. Most pupils write in a fluent and legible style and the presentation of their work is usually of an acceptable standard.
88. At Key Stage 2, there are many examples of extended writing and empathetic writing across other areas of the curriculum, for example, in history when pupils wrote in the character of a school inspector in Victorian times. The writing of stories, accounts of events, prayers and poetry encourage the development of pupils' literacy skills. They use word processing to present their work and frequently write directly on screen. With appropriate attention given to the implementation of the literacy hour in the upper classes, pupils are gaining the full benefit of developing their writing skills alongside their growing facility in reading and spoken English. They are developing their competence to organise and structure their writing by drawing on their experience of reading and studying a range of fiction, poetry and reference materials.
89. Pupils' skills in speaking are appropriately developed at both key stages. Pupils are polite and recognise the need for more formal vocabulary in certain situations. They have a wide vocabulary and this gives them the confidence to join in discussions and to talk freely about their work when questioned. The majority of pupils express their opinions clearly and confidently. They are keen and enthusiastic to talk, make suitable responses and communicate their ideas effectively. By the end of Key Stage 2, pupils communicate their views clearly. They analyse their own or others' work and express ideas in group situations. The majority of pupils have a wide vocabulary and use precise and imaginative language and speak confidently and at length. Pupils make

good progress because the teachers listen to them and encourage them to think about what they have to say and give them good opportunities to air their views.

90. Pupils respond well and behaviour in lessons at both key stages is usually very good. Younger pupils listen well, are very attentive and show interest in their work. However, sometimes they become restless when the level of challenge is inappropriate or when the pace of the lesson causes their interest to wane. Older pupils at all levels of ability are developing confidence and are eager to explain what they have learned or to read out their written work during the plenary sessions. They offer constructive criticisms, which are accepted with good grace and a hint of humour.
91. The teaching of basic skills at Key Stage 1 is unsatisfactory. Too little attention is given to providing a systematic and progressively challenging programme for the teaching of reading and associated writing skills. In the more effective lessons, the purpose of each lesson is explained to pupils so that they understand what is expected of them. In all lessons, pupils are managed well and the teacher sets a good atmosphere for learning. This is not capitalised on because the teacher does not have high enough expectations of the pupils and this sometimes results in a lack of challenge in the tasks planned and is detrimental to progress.
92. The quality of teaching at Key Stage 2 is very good and effectively promotes pupils' learning. Teachers have a secure knowledge of the subject and a good understanding of how pupils learn and this enables pupils to make rapid progress in developing literacy skills. Most lessons follow the principles set out in the National Literacy Strategy and teachers' planning is detailed, thorough and sets high expectations. The shared texts are carefully chosen to provide an interesting stimulus and are used very effectively to deepen pupils' knowledge. A good example of this was seen in a Year 3/4 class when the text was effectively used to extend pupils' understanding of punctuation and spelling patterns. Additional time is allocated to literacy and this is well used to further pupils' knowledge and sustain their interest. A good example of this was seen when older pupils' understanding of idioms was effectively extended and one pupil had even consulted Brewer's dictionary to find the derivation of "the cat is let out of the bag".
93. Teachers at both key stages use praise effectively to encourage the pupils to try harder. Day to day assessment is not used consistently in Key Stage 1 to plan future work accurately for pupils of differing ability. At Key Stage 2 assessment is better developed and marking in books indicates to the pupils how they might improve their work. Older pupils are set appropriate and challenging targets and pupils are involved in reviewing their own performance and agreeing their own targets. Homework, particularly in spelling, is generally used well. However, homework in reading is not as effective as it could be because there is insufficient intervention and involvement of the teaching staff to make the best use of this valuable opportunity.
94. There are formal assessments each year and national assessments at the end of the key stage. The results are analysed and the information used to set targets for future years. The headteacher has rightly recognised the need for a more rigorous approach to monitoring teaching and learning and to data analysis so that weaknesses in teaching and attainment can be identified and tackled.

MATHEMATICS

95. Inspection findings show that pupils' attainment is at an average level at the end of Key Stage 1 and above average at the end of Key Stage 2. Standards have improved at Key Stage 2 since the last inspection and have remained at a similar level at Key Stage 1. Pupils leave school with good number skills and are competent across all elements of the subject. Pupils of all abilities make good progress at Key Stage 2 because of the good quality of teaching and the emphasis that the teachers place on the "using and applying" element of mathematics, both within the subject and in other areas of the curriculum. This ensures that pupils consistently achieve the standards of which they are capable. At Key Stage 1, the pupils, including those with special educational needs, make steady progress in the acquisition of number, space, shape and measure skills. However, a tendency to rely too heavily on commercially produced workbooks reduces pupils' opportunities to learn through practical and investigative tasks. As a result, there is not always enough challenge for the higher attaining pupils and their progress in this element of the subject is unsatisfactory.
96. The National Numeracy Strategy has been implemented in an appropriate manner across the school. The three-part lesson structure is used across the school, with the teachers providing mental warm up exercises at the start of the lesson and then using time at the end of the lesson to assess what pupils have learned. This structure is working more effectively at Key Stage 2, mainly because of the pace and the level of expectation. The pupils clearly enjoy these oral sessions at the start of the lesson and are often then fired up to start the next piece of work. Teaching is at its most effective in this part of the lesson when the teacher and pupils share and explore the different methods and strategies used to arrive at the answer. In one lesson for pupils in Years 3 and 4, the pupils came up with a plethora of different ways of adding and subtracting 199, 299 399, and so on. The pupils learned a great deal from each other and made good progress. Computers are being increasingly used to support pupils' work in mathematics. At Key Stage 1, pupils use computers to consolidate their number and shape knowledge through the use of specific programs. At Key Stage 2, evidence was seen of pupils using computers to support their work in data handling and symmetry.
97. A great emphasis is placed at Key Stage 2 on the use of pupils' numeracy skills in other areas of the curriculum. Evidence of this was seen in careful and accurate measuring in science, the working out of grid references in science and the working out of how long people lived or how long monarchs reigned in history. It is clear that when opportunities like this are seized upon, pupils' numeracy skills are developed further. The targets that the school has set itself in numeracy are realistic and match the ability levels of the particular cohorts of the pupils. The target that the school has set for 2002 is that all the pupils will achieve at least the level expected for 11-year-olds (Level 4), and a significant percentage of pupils will achieve the next higher level (Level 5).
98. By the end of Key Stage 1, most pupils have mental recall of addition and subtraction facts to at least ten with some exceeding this. Most pupils count in 2s, 5s and 20s and recognise patterns with odd and even numbers. They understand the place value of digits and of numbers up to 100 in order. A smaller number of pupils are able to tell the time accurately. Pupils are not confident in applying their knowledge to solve problems or in identifying different strategies to solve a problem. This is sometimes as a result of an over-reliance on following the prescriptive exercises in the commercially produced workbooks rather than the teacher giving genuine opportunities for pupils to explore numbers and pattern in an investigative manner. This means that progress in this area of the subject is unsatisfactory. Pupils have a satisfactory awareness of standard and non-standard measures and estimate and measure with a reasonable degree of

accuracy. Pupils identify two- and, in some instances, three-dimensional shapes by their properties when asked, but the exercises in their workbooks are not always challenging enough in this area of mathematics. Evidence is available of pupils handling data in graph form but not all pupils are able to interpret the data accurately.

99. At Key Stage 2, pupils acquire knowledge and skills at a good rate. Pupils' prior learning is built on in a systematic manner and this means that once a pupil has learned a particular skill or concept she or he is moved on. Sufficient time is provided for pupils to consolidate and practice a new concept but the emphasis is on challenge and ensuring that the needs of individuals are met. These factors contribute to the standards being above average by the time pupils leave school. Pupils are confident at handling large numbers and in using the different mathematical operations. Pupils add, subtract and multiply decimals and their understanding of place value is very secure. They tackle problems and investigative tasks in a commendable manner and relish the challenge. They know that there are different ways to arrive at the answer and are often seen sharing with each other the path they took. The pupils have good knowledge of symmetry, shape, data handling and probability. Good examples were seen of challenging tasks being set on the computers for work in data handling and symmetry. The pupils' mental agility skills that are honed at the start of each lesson are put to good use in their work both within the subject and in other subjects.
100. The attitudes that pupils show to their work are good at Key Stage 1 and very good at Key Stage 2. Throughout the school, pupils enjoy mathematics and are keen to do well, both for themselves and for their teachers. At Key Stage 1, the pupils are productive and quickly settle down to their work. They show a great eagerness to ask and answer questions in the oral session at the start of the lesson. On occasions, they become a little restless, but this is only when the tasks set are too easy. At Key Stage 2, the pupils work very hard. They possess a great work ethic and this is reflected in the amount of work they complete within individual lessons and over time. They enjoy working things out for themselves and there is a sense of "learning is fun" in many lessons. There is a very good rapport between pupils and teachers. Pupils know that the work that is set for them will be stimulating and challenging and invariably rise to the challenge. The good quality of teaching and very positive attitudes make a powerful combination that impacts significantly on pupils' achievement.
101. The quality of teaching at Key Stage 1 is satisfactory. The work that is planned makes sure that the basic skills of numeracy are taught in an effective manner. Much emphasis is placed on the development of pupils' number skills, although at times there is an over-consolidation of these skills at the expense of developing pupils' ability to use and test their mathematical knowledge and skills in real, everyday situations. Pupils at this key stage are managed well and there is usually a good balance struck between the oral session, group work and the plenary session. Teaching is not as effective when the teacher does not provide enough challenge for the higher attaining pupils. The quality of teaching is good at Key Stage 2 and on occasions very good. The best teaching is characterised by a range of tasks that challenge pupils of all abilities. In a lesson for pupils in Years 3 and 4, the teacher set up a range of practical tasks and games that matched perfectly the learning objectives of the lesson linked to the differing ways of doubling numbers. A parent helper who had clearly been briefed on the lesson content and the part she was expected to play added considerably to the quality of pupils' learning. These factors, coupled with the very enthusiastic style of teaching, produced a very focused learning environment where the pupils were highly motivated. In a lesson for the older pupils at this key stage, the quality of direct teaching into smaller groups of pupils led to an immediate addressing of pupils' misconceptions about rotational symmetry and an improvement in pupils' understanding and progress.

The amount of homework that is set is appropriate at both key stages and adds to pupils' learning. The marking of pupils' work is better at Key Stage 2 because it gives clear guidance on what pupils need to do to improve.

102. There have been a number of lesson observations carried out by members of staff, the headteacher and the LEA advisor, in order to monitor the quality of teaching and learning across the school. The school, however, has not made enough use of the information collated to set targets for improvements or carried out a more detailed and regular scrutiny of pupils' work. The headteacher carries out an analysis of test results each year and uses the information to set targets for following years. The headteacher has recognised the need for the analysis to be more detailed so that specific weaknesses in particular year groups or strands of the subject are identified and tackled. This she has rightly identified will need the involvement of the deputy headteacher as leader of Key Stage 1, who at the present time is not active enough in this process to have a big impact on helping to raise standards.

SCIENCE

103. Inspection findings show that attainment is at an average level at the end of Key Stage 1 and above average at Key Stage 2. Standards have remained at the same level at Key Stage 1 since the last inspection and have improved at Key Stage 2. At Key Stage 2, the pupils leave school with a good scientific knowledge and are confident in using this knowledge to help them carry out scientific tests and predictions and to explain why things happen as they do. Pupils of all abilities make good progress at Key Stage 2 because the good quality of teaching provides them with many opportunities to carry out investigations as well as developing their scientific knowledge. This explains the difference in attainment levels between the key stages because at Key Stage 1 pupils of all abilities acquire scientific knowledge at a satisfactory rate but this is not matched by the development of their investigative skills. As a result pupils, particularly the higher attaining ones, do not make satisfactory progress in this strand of the subject.
104. By the end of Key Stage 1, pupils have a satisfactory knowledge and understanding of how things grow and reproduce. They can name the major organs of the human body and know the part that bones and muscles play in our bodies. Pupils are conversant with the appliances that need electricity and the higher attainers explain the difference between electricity and batteries. Pupils name the different parts of plants and talk lucidly about the conditions that are needed for plants to grow, mainly because they had carried out an experiment where they examined such conditions. The pupils recalled in great detail what they did and the results. The pupils stated that they thoroughly enjoyed the work and felt that they would like to do more. Pupils know about materials and their properties and that a force can be a push or a pull. Their knowledge of circuits is less secure, but planning shows that this element of the subject is to be studied later in the year. The main weaknesses are in pupils' ability to use their knowledge to make simple predictions or to explain why things happen. This is directly linked to a lack of opportunity for them to undertake this type of work.
105. At Key Stage 2, pupils acquire scientific knowledge at a good rate. By the time pupils leave school, they have a good understanding of living things and features such as movement, growth, and reproduction. They have a very good knowledge of food chains and are confident in their use of terminology such as carnivore, herbivore, producer and predator. Their work on using pulleys developed their understanding of forces well. This was further enhanced by a "Forces" day that was held in school and led by an outside contributor. Pupils classify according to features and habitats and know the functions of

the main body parts and organs. Pupils have a good knowledge of electricity and can construct circuits with ease and explain which circuits will work and which will not. Pupils are aware of what constitutes healthy living and show a mature awareness of factors such as diet and exercise and the part they play. The pupils are provided with opportunities to carry out practical investigations, where their knowledge is put to the test. Here they make accurate predictions and explain their results clearly. The pupils are expected to write up their experiments in a clear and logical manner and this has a positive impact on developing their literacy skills. A feature of the teaching at this key stage is the emphasis that is placed on accurate measuring and calculations, which is an ideal way in which to reinforce pupils' numeracy skills. Evidence was also seen of pupils using computers in science. The pupils print their findings on the computer in both text and tabular form and research for further information about habitats and food chains.

106. Pupils clearly enjoy their science lessons and the older pupils talk animatedly and enthusiastically about the practical tasks they carry out. The pupils show a desire to find things out for themselves. This is also apparent in the younger pupils who appear a little disappointed at their lack of opportunity in this area of the subject. Pupils behave well in lessons and are always happy to share resources and to discuss ideas. The pupils at Key Stage 2 recognise that they can learn from their classmates and so listen attentively to their contributions in class and group discussions. Pupils show a desire for new knowledge and skills. When the teaching is good, the pupils listen to the teacher with great levels of concentration. The pupils are ready to take on board comments that will further their learning. This was evident at Key Stage 2 where the quality of marking of pupils' work is good and gives clear guidance to pupils on how to improve. Improvements are visible as pupils take on board what is written. Again, when the lesson content and teaching are stimulating, some pupils carry out research at home either on the computer or from books and then share their findings with the rest of the class. This enhances the learning of all the pupils in the class.
107. The quality of teaching is good at Key Stage 2 and satisfactory at Key Stage 1. Planning is usually appropriate at both key stages, although the lesson objectives are usually more succinct at Key Stage 2. The learning of pupils is better when these objectives are shared with the pupils because they then know what is expected of them and they can be more active participants in their own learning. The good teaching at Key Stage 2 is characterised by a high level of expectation and a good use of technical vocabulary. This was seen in two lessons on habitats and food chains where by the end of the lesson pupils were able to explain in detail what they had learned using exactly the vocabulary used by the teachers. The teaching at this key stage enthuses the pupils, often because of the lively manner in which topics are introduced and developed. Teachers make good use of the school grounds and the locality. An example of this was the use of a local allotment to study the different conditions needed for plant and vegetable growth. This practical hands-on experience deepened pupils' understanding. Good use is made of parent helpers and support staff who bring an added dimension to pupils' learning. At Key Stage 1, there is an over-reliance on simple worksheets that do not provide enough challenge and restrict writing opportunities.
108. There have been limited observations of teaching and learning carried out across the school. Plans are already in hand to increase the rigour and regularity of the monitoring of teaching and learning. This is good practice so that the good features of teaching and learning that are present can be disseminated across the whole school.

ART AND DESIGN

109. Standards in art are at the expected level at the end of Key Stage 1 and above average at Key Stage 2. There are some good examples on display of work previously undertaken. Pupils, including those with special educational needs, make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Since the last inspection the standards achieved and the quality of teaching have been maintained.
110. Teaching is satisfactory with some good practice at Key Stage 1. The younger pupils in school demonstrate increasing skills using a range of materials, tools and techniques when creating their artwork. They enjoy art and design, and work confidently exploring and using an interesting range of media, in two and three dimensions. They develop their skills in observational drawings of flowers and animals. They make use of coloured pencils and pastels to draw from memory and imagination. The work is often successfully based on the style of famous artists. The pupils gain an insight into perspective and shading as demonstrated by flower paintings inspired by Van Gogh. When working with an artist in residence the pupils planned and produced an effective collage, which has been made into window blinds for their classroom. This demonstrates their increasing skills in exploring texture, colour, form and pattern.
111. At Key Stage 2, the teaching is good and builds progressively on the pupils' knowledge, understanding and skills, and pupils work with an increasingly wide range of media and techniques. The teaching draws on a range of appropriate starting points to broaden and enrich the art curriculum. For instance, pupils in Year 3 and 4 produced some very good examples of patterns based on Aboriginal art using complimentary colours and mixed media. The teachers' subject knowledge and expertise are often reflected in the clear teaching of skills and techniques that effectively develop the pupils' knowledge and understanding of art. Older pupils successfully combine their improving sketching techniques and observational skills. For example, Year 5 and 6 pupils first recorded their observations of a single piece of fruit in their sketchbooks. They then went on to larger arrangements before using oil-based pastels to create some very good still life compositions. They have the opportunity to work on an increasingly sophisticated range of projects, such as the local Millennium Project. This involved them in designing and producing a section for the display using various techniques including Batik. Earlier work shows good skills in the use of textiles, weaving and stitching.
112. The subject is well resourced and opportunities are provided to enable pupils to explore and develop ideas and to review and finish their work. Although the school has yet to make much use of information and communication technology to support the work, the content overall meets the requirements of the National Curriculum. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development. This occurs in a number of ways, especially when the pupils are asked to reflect on their own work and that of others, including those from different cultures.

DESIGN AND TECHNOLOGY

113. Standards at the end of both key stages are in line with the national expectation and all pupils, including those with special educational needs, make satisfactory and, on occasions, good progress in relation to their prior attainment.
114. The pupils at Key Stage 1 take part in a range of designing and making activities that are well matched to the age and interests of the pupils. They examine pop up books to see what makes them work and can confidently and accurately describe the movement as linear or rotary. In their work on making greetings cards they used their designs very successfully to make moving parts for their cards. They develop their technology skills very well and are good at using simple tools such as scissors to cut and form a range of materials. They use different joining techniques and use materials suitable for the purpose. They are encouraged to talk about what they like about their work and what could be improved.
115. At Key Stage 2, the pupils are involved in a range of design and technology activities that are generally appropriate and give opportunities for the development of a satisfactory body of knowledge and skills. Pupils develop skills in investigation and apply their knowledge in mathematics, science and information technology. Year 5 and 6 pupils have been involved in food technology and have made biscuits. In support of their work on Victorians, they have designed and made their own samplers using cross-stitch techniques. They are intending to incorporate their finished products into a calendar. They showed a good sense of proportion and use of scale in producing their design intentions. Year 3 and 4 pupils incorporated computer graphics into their Christmas card designs. Good links are made with other subjects such as literacy, art and history. For example, Year 3 and 4 pupils have written stories about local people and events and illustrated them with a large moving picture of Bollington. Pupils examine existing products to find out how they are made, use materials such as paper and card to produce finished articles of reasonable quality and learn how to cut, join and form materials. They consider the purpose and design of products and use this knowledge to produce their own work. By the end of the key stage, most pupils make realistic suggestions about how they can achieve their intentions. For example, in Year 3 and 4 pupils evaluated their own and others' Christmas card designs and made sensible suggestions as to how the designs could be improved.
116. The quality of teaching is satisfactory with some good practice at both key stages. The teachers set the learning within appropriate contexts and give pupils the opportunity to make choices, discuss preferences and review their work. The teachers' planning gives suitable emphasis to the development of designing and making skills and enables the pupils to take part in suitably challenging activities. Suitable emphasis is placed on the production of good quality step-by-step plans and on the evaluation of the finished products.
117. The range of resources available for the subject is adequate but there is limited attention given to working with resistant materials or incorporating moving parts using electrical components. The school has benefited from the visit of some design and technology students from the local University and this has had a positive impact on the subject.

GEOGRAPHY

118. The last time the school was inspected, standards were average at both key stages and pupils made satisfactory progress. This inspection finds that standards are broadly at the level expected for pupils at both key stages. Overall, pupils at both key stages are making satisfactory gains in knowledge about places and the environment. The development of their geographical skills is less secure because there is insufficient emphasis on fieldwork and first hand experiences.
119. By the end of Key Stage 1 the pupils have a basic understanding of the weather and seasonal changes. They have a developing understanding of places including the immediate environment of the school and the area in which they live. Pupils in Year 2 were able to talk about the different types of houses in the local area and beyond. They know about compass points and can name the capital cities of France, Italy and Spain. Pupils' mapping skills are being covered later in the year and consequently are not as well developed at this stage of the year. Teaching is satisfactory at both key stages with some good practice observed at Key Stage 2.
120. At Key Stage 2, pupils extend their knowledge of places. The pupils in Year 3 and 4 are given a sound introduction to ways of looking at where they live and this builds into a satisfactory programme of local geographical studies. In one lesson, the teacher established a firm basis for the lesson by first playing a tape recording of a folk singer describing the landmarks of the area. Pupils were able to explain with great clarity what it is that draws people to visit Bollington and why they enjoy coming. The teacher constantly introduces the use of correct geographical terms, such as culvert, aqueduct and viaduct. Pupils are enthused to learn through the very good range of maps and photographic records of events and localities. These help pupils to realise that the canal was an important feature of the industrial activity in the region. The teacher uses questioning skilfully to extend pupils' understanding of how things are changing and why these changes happen.
121. The co-ordinator is secure and enthusiastic about the subject. There are no formalised assessment procedures and there is insufficient monitoring of pupils' work and attainment to have an impact on helping to raise standards. Visits to places of interest and some field study trips such as the visit to Anglesey also help to motivate the pupils.

HISTORY

122. Pupils at Key Stage 1 make satisfactory progress in history and attain standards broadly in line with those expected for their age. Pupils make good progress at Key Stage 2 and achieve standards that are above average for their age. Standards are similar to those found at the last inspection at Key stage 1 but show an improvement at Key Stage 2
123. By the age of seven, the pupils are gaining a sense of chronology and beginning to appreciate the difference between the recent and long ago past. They are developing their understanding of the way people lived in the past. They are familiar with some of the famous people in the past, such as Florence Nightingale. They are coming to an understanding that historical information can be found in books, and that photographs and artefacts are important sources of historical evidence. In one lesson, the teacher had provided a good range of lamps and this added to a sense of enthusiasm for the topic. Good use of questioning leads the children to a deeper understanding of why

certain types of lamps would be used during the Crimean war before the introduction of electricity and batteries.

124. As they move through Key Stage 2, pupils in Year 3 and 4 are coming to a clear realisation of how things have changed since Victorian times. They have undertaken an in depth look at the local area and made good use of primary and secondary sources of evidence to find out about life in Bollington in times past. The teacher urges them to be "history detectives" and they respond with real enthusiasm. They use the school Logbook and a copy of the census for 1881 to find out how things were at that time. They realise that life was very different for the rich and the poor. They gained first hand experience of the difficulties facing a young servant girl when they were given the tasks of cleaning the brasses, setting the fire, polishing the boots and using authentic items, such as a coal scuttle and a grate. Pupils were able to make sensible suggestions about how difficult some of tasks must have been. They quickly identified the difficulties and disadvantages of life in times past. In Year 5 and 6, pupils are helped to deepen their understanding of some aspects of life in Victorian times. For example, pupils' interest was captured when they heard about the part that children played in the development of mills and factories. The teacher's secure subject knowledge enabled her to provide additional details and encouraged pupils to ask questions and find out more about the conditions for working children. They are beginning to understand that life today is more favourable and that people such as Lord Shaftesbury and Dr. Barnardo were important pioneering figures in the campaign to improve the life style of children. Pupils use books and computers effectively to find out more about the period of history they are studying. They have good opportunities to carry out this sort of investigation in school and some pupils make use of the local libraries to access further information.
125. The quality of teaching is satisfactory at Key Stage 1. The teaching ensures that pupils acquire a sense of chronology and provides them with opportunities to look at different sources of evidence and artefacts. This helps to generate and sustain pupils' interest. The weaknesses in teaching occur when opportunities are missed for pupils to develop their writing skills through writing accounts or narratives of the period of history that they are studying. Instead, they complete worksheets that are sometimes too easy and do not capture the interest or motivate the pupils. The marking of pupils' work is not always used well enough to explain to them what they need to do to improve.
126. Teaching is very good at Key Stage 2, especially in the skilful way that the work in English, geography and history are linked together. For example, the text used in the literacy lesson, which was a servant girl's account of her day, provided pupils with clear evidence that she had not benefited from much schooling. The errors in her writing were highlighted and helped to reinforce pupils' learning both in history and English. Teachers' own good understanding of the subject encourages pupils to think critically about events from the past. They encourage pupils to draw their own conclusions from the information they have gathered or been presented with. The teaching motivates the pupils, who apply themselves well to their work. The good use of display and historical artefacts particularly in Key Stage 2 further stimulates pupils' interest and curiosity.
127. Good opportunities are presented particularly at Key Stage 2, for pupils to practise and extend their literacy skills and their competence in the use of information and communication technology. For example, some pupils in Year 6 worked on the computer to prepare an advertisement for a Factory Inspector and others in Year 3/ 4 have written a report following a visit from a school examiner. Resources are good and are well supplemented by artefacts teachers bring in from home

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Inspection findings show that the standards at the end of both key stages are at a satisfactory level, although some elements of the subject are not at a satisfactory level. The pupils at both key stages are competent users of computers and computers are used particularly well at Key Stage 2 to support work in other areas of the curriculum. Pupils of all abilities make satisfactory progress as they move through the school, although there are some areas where progress is not at a satisfactory level. These areas are in the use of control and sensors and in the use of the Internet and electronic mail as methods of communication. These standards and rate of progress are similar to those identified at the time of the last inspection.
129. At Key Stage 1, the pupils have developed satisfactory keyboard skills and they know how to load the programmes they are using. The higher attaining pupils know how to save their work, although few know how to print out the work they have saved. Evidence was seen of pupils being able to type up their work, with pupils showing a secure awareness of the different functions on the keyboard and the mouse. The pupils have used computers to generate simple graphs and they recognise that computers can produce information in different formats. Pupils talk about the part that computers play in the wider world and the higher attainers talked about getting information from web sites, although they were less secure when asked how they would do this. Computers are used to support pupils' work in mathematics and English and pupils stated that they had used them to find out information in science. Again, however, they were less lucid when asked to explain how they did this. Less evidence was available to indicate that pupils have a secure knowledge and understanding of control technology, although the youngest pupils have had experience of inputting a series of instructions for a programmable toy.
130. By the end of Key Stage 2 pupils are confident computer users. They use computers to draft and edit their written work. They merge graphics and text and are able to change the size and colour of fonts with ease. The pupils use computers to present their work and findings in different formats such as text, graphs and pie charts. Pupils have explored the wider uses of technology by using a digital camera and scanner. Many pupils recognise the potential of computers in the wider world and know that they are used extensively in business, medical professions and that components are used in every day appliances such as video recorders or microwaves. A strength at this key stage is the way in which computers are being used in other areas of the curriculum. Examples were seen of computers being used in art, mathematics, history, geography, science and music. Pupils carry out research on computers. They are set challenging work on rotational symmetry. They locate local and national landmarks on an ordinance survey map. They produce spreadsheets and present the findings of a scientific experiment in written and tabular form. The use of computers in this manner is now an intrinsic part of school practice at this key stage and is to be commended. The weaknesses are that the pupils are not conversant with the more sophisticated elements of control and sensors. Although they use programs such as logo and super logo in a satisfactory manner, they are not able to write a sequence of instructions to control a light bulb or motor with a control box. The school has provided some opportunities for pupils to use the Internet and electronic mail, and has already identified further activities to tap into and exploit the full potential of the Internet and electronic mail. The weaknesses identified here already form part of a good quality action plan that the school has drawn up to ensure that it continues to make the improvements it has shown in this area of the curriculum during the last two years.

131. Pupils enjoy working on the computers and do so with good levels of concentration. At Key Stage 1 they work diligently and only ask for help when they need it. The older pupils in school see computers as a valuable learning resource and, because of the way that teachers build them into their planning of activities, pupils use them as an extension to their learning in a natural way. Teachers and pupils see them as an integral part of the classroom environment. When pupils are working on the computers, they are engrossed in what they are doing but are always ready to give a helping hand to a classmate who might be struggling. The quality of teaching is satisfactory at both key stages, with some good features at Key Stage 2. The support that teachers provide is often of good quality. It is not over-directed but encourages the pupils to try things for themselves and not to be afraid of making mistakes. This has a positive impact on pupils' confidence and self-esteem. The direct teaching of specific skills to pupils when they are working on computers is often good because it deals with misconceptions well and invariably advances pupils' level of understanding. Although the school has an adequate number of computers, it is looking to improve the level of resourcing so that pupils can have greater and more regular access to computers and laptops. The subject is co-ordinated well and developments continue at a good pace. Opportunities to monitor the quality of teaching and learning across the school have been somewhat limited. However a detailed audit of provision has correctly identified the areas the school needs to address to further improve standards. The staff have already attended in-service training and the benefits are clear to see in the manner in which computers are used so effectively across the curriculum. Not all members of staff have good levels of confidence and expertise and further training is needed to ensure that standards improve still further.

MUSIC

132. Inspection findings indicate that pupils' attainment is at an expected level at Key Stage 1 and above average by the time that the pupils leave school. Pupils of all abilities make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. This good progress owes much to the fact that a teacher at key Stage 2 has particular strengths in music and teaches music across the key stage. This has a beneficial impact on pupils' attainment and the progress that they make. Standards have been maintained at Key Stage 1 and have improved at Key Stage 2 since the last inspection.
133. At Key Stage 1, the pupils are provided with opportunities to sing both within assemblies and in class music lessons. Pupils sing in a satisfactory manner and remember a good range of songs. They enjoy singing and show good levels of enthusiasm. Pupils are able to name instruments and teachers' planning suggests that opportunities are provided for pupils to compose their own music and to use tuned and untuned instruments to accompany the songs that they sing.
134. At Key Stage 2 pupils are given the opportunity to play the recorder. A class teacher who runs clubs at lunch times provides this tuition. These are very popular with the pupils who really enjoy attending. The pupils show very good attitudes to learning and this is reflected in the time they are prepared to devote to practising at home. In addition, peripatetic music teachers visit the school and provide tuition on a fee-paying basis for instruments such as the clarinet and flute. A good number of pupils take advantage of this facility that enhances their musical skills. The higher attaining pupils are able to read music and many pupils are conversant with the names of famous composers such as Mozart, Bach, Vivaldi and Beethoven. When talking about music, pupils use technical terms such as tempo, rhythm, and diction. Pupils are aware that orchestras have different sections and name many instruments. The quality of singing

is good and again teachers' planning shows that over the course of the year many opportunities are provided for pupils to compose and appraise music. It is clear from discussions with pupils that they enjoy taking part in music lessons and they feel that music is an important part of school life. They talk about how different pieces of music can evoke different feelings and how music in assembly can help to produce a very calming atmosphere. Music from a local folk singer was used very effectively in a geography lesson about the locality in which the school is situated. The pupils recognised how the singer used music and lyrics to accurately describe the local inhospitable landscape.

135. The pupils treat resources with care and respect, listen attentively and are always willing to take on board comments that will help to improve their level of performance. The school has a good range of resources that add to the quality of pupils' learning. The skills of the staff music specialist are used well across Key Stage 2. The teacher provides good quality teaching across all elements of the subject. She encourages pupils to listen carefully to different pieces of music and to identify the different instruments. Pupils are encouraged to be creative in their own compositions and the direct teaching of specific techniques in singing brings an added dimension to pupils' level of performance. The teaching at Key Stage 1 is satisfactory where the teacher develops pupils' skills across all elements of the subject in a satisfactory manner. The visits that the pupils have made to the theatre and the ballet and musicians' visits to the school show how music can add much to the quality of live performance as well as making a significant contribution to pupils' cultural development.

PHYSICAL EDUCATION

136. The standards are at an average level at the end of Key Stage 1 and above average by the time that pupils leave school. Pupils of all abilities make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. The standards have been maintained since the time of the last inspection.
137. The school has a long sporting tradition and takes part in many inter-school competitions. These competitions are in sports such as football, netball, cricket, athletics and rounders. Despite the small size of the school, it achieves well and, indeed, has won many of the competitions. The school places a great emphasis on the development of games' skills for both boys and girls and this is reflected in the high success rate that the school has in such competitions. Teachers' planning clearly shows that small games' skills are taught in a systematic and progressive manner as pupils move through the school. Skills such as ball control, accurate throwing and catching and marking and avoidance techniques are central to pupils' development. The pupils are adept at putting into practice in competitive games the skills they learn in lessons and extra-curricular activities. By the time that pupils leave school, they have a good level of competitive ability but also recognise the need for fair play and good sportsmanship. The standards in swimming are also good by the age of 11, with most pupils being able to swim well beyond 25 metres. At Key Stage 1, the pupils show confidence in developing different ways of performing the basic actions of travelling using hands and feet. They show confidence in jumping and landing. They listen to and follow instructions well. Most pupils are eager to practise, improve and refine movements, showing increasing control of their body. Pupils show a good awareness of space and the needs of others. At Key Stage 2, the pupils continue to develop their skills in an appropriate manner. Pupils move around the hall showing good awareness of space. When moving, they include changes of speed, direction and levels. Pupils become increasingly proficient at rolls and in putting together a sequence of

movements. Pupils work well on the apparatus and start and finish sequences with graceful movements.

138. Discussions with pupils show that they really enjoy taking part in physical activities. They value the skills that are taught to them in lessons and say that they like nothing better than putting these skills to the test in competitive games against other schools. Pupils are quick to point out the contribution that exercise and physical activity have to a healthy lifestyle. They know how exercise affects the heart rate and that training builds up stamina. Within lessons, pupils at both key stages behave well, show high levels of concentration and listen attentively to teachers' comments that explain what the need to do to improve their level of performance. These very positive attitudes and the willingness to learn make an important contribution to the standards that pupils achieve.
139. During the week of inspection, it was only possible to see lessons in gymnastics because of the way in which the timetable is arranged for the teaching of physical education. The quality of teaching observed was satisfactory at Key Stage 1 and good at Key Stage 2. At Key Stage 1, the teacher makes her instructions clear to the pupils who respond well. The pupils are managed well and the teacher ensures that pupils keep on task throughout the lesson. Sufficient time is provided for pupils to practise and refine their movements. The teacher does not wear appropriate footwear. The good teaching at Key Stage 2 is characterised by good management of pupils, clear and concise instructions and the direct teaching of specific skills. These features result in improvements in pupils' performance. The teacher makes good use of examples of pupils' sequence of movements to show to the rest of the class. As well as highlighting good practice, it also has a beneficial impact on pupils' self esteem. The teacher at Key Stage 2 teaches physical education to classes other than her own. This is good practice because a greater number of pupils can benefit from her knowledge and expertise.
140. The school is small in size but despite this it provides a good range of extra-curricular activities. These are provided on a seasonal basis and over the course of the year include football, rounders, netball, cricket and athletics. Staff members freely give up their time run the activities. The pupils appreciate this fact and this is reflected in the high number of pupils that attend. The school also benefits from football coaching provided by a local professional football team. All these activities bring an added dimension to pupils' personal and social development as well as honing their physical skills.