

INSPECTION REPORT

HUNGERFORD PRIMARY SCHOOL

Hungerford

LEA area: West Berkshire

Unique reference number: 109816

Headteacher: Ms K Sawyer

Reporting inspector: Miss S Ramnath
21334

Dates of inspection: 6th – 9th November 2000

Inspection number: 191259

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

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 to 11 years

Gender of pupils: Mixed

School address: Fairview Road
Hungerford
Berkshire

Postcode: RG17 OBT

Telephone number: 01488 682230

Fax number: 01488 681625

Appropriate authority: The governing body

Name of chair of governors: Reverend A Sawyer

Date of previous inspection: 20th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21334	Miss S Ramnath	Registered inspector	Science Information and communication technology Equal opportunities Special educational needs English as an additional language	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Key issues for action
8992	Mr J Vischer	Lay inspector		Pupils' attitudes, values and personal development; Pupils welfare, health and safety Partnership with parents and carers
16556	Ms E Matthews	Team inspector	English Art and design Design and technology Music	Quality and range of opportunities for learning
17963	Mrs H Macdonald	Team inspector	Mathematics History Geography	Leadership and management
21103	Ms V Ives	Team inspector	Physical education Religious education Foundation Stage	

The inspection contractor was:

H & G Associates
2 Mead Road
Cranleigh
Surrey GU6 7BG

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

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

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

6

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

11

The school's results and achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

14

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

17

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

19

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

20

HOW WELL IS THE SCHOOL LED AND MANAGED?

21

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22

PART C: SCHOOL DATA AND INDICATORS

24

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

28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hungerford Primary School caters for pupils aged five to eleven and is situated in a socially mixed area of Hungerford. The school is larger than other primary schools and serves a stable community with very few children moving at times other than at transfer. There are 297 pupils on roll, organised in twelve classes with almost an equal number of boys and girls. Only three pupils come from an ethnic minority background. Five per cent of pupils are known to be entitled to free school meals. This is below average. Around 21 per cent of the pupils, in line with the national average, have learning difficulties and are on the school's register of special educational needs, four of whom have statements of special educational needs. Pupils' attainment on entry to the school reflects a typical spread of attainment. Since the last inspection, the number of pupils with special educational needs has increased and a new headteacher was appointed in September 2000.

HOW GOOD THE SCHOOL IS

This is a good school with many good and some very good features. There are some aspects of the school that require development. The new headteacher provides good leadership and has a clear picture for the development of the school. She is ably supported by the senior staff and governors who all share a commitment to further improvement. Pupils make good progress because most of the teaching is good. The school offers a welcoming environment and has a productive partnership with parents. This leads to positive attitudes and good behaviour on the part of nearly all pupils. The school targets its resources effectively and uses specific grants well to increase the opportunities for pupils to achieve. The school provides good value for money.

What the school does well

- By the age of eleven, standards in mathematics are well above average. They are above average in English and science.
- Teaching is good or better in over two thirds of the lessons and this has a positive effect on standards.
- There has been a rapid assessment of the school's strength and weaknesses by the new headteacher.
- The governing body is very keen and knowledgeable and provides good support to the school.
- The school provides well for pupils with special educational needs and overall, these pupils make good progress.
- The provision for pupils' spiritual, moral and social development is good.
- There are very good links between parents and the school.

What could be improved

- The monitoring of teaching and learning and the sharing of good practices in subjects other than English and mathematics.
- The assessment and monitoring of pupils' academic progress are not fully in place in all subjects.
- The schemes of work in subjects other than literacy and numeracy do not ensure that pupils' skills, knowledge and understanding are built upon from year to year.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has not only maintained but has improved on the sound standards detailed in the earlier inspection report of January 1997. Action has been taken on all of the key issues identified and some aspects have been dealt with appropriately. Statutory requirements for the act of collective worship are met. The provision for information and communication technology has greatly improved. The school has invested wisely in computer resources to raise pupils' attainment which is now in line with national expectations by the end of Year 6. Standards in design and technology exceed national expectations. However, the role of the senior staff and some subject co-ordinators

is still underdeveloped in subjects other than English and mathematics. Although the quality and effectiveness of teachers' plans have improved, learning intentions are not consistently identified. The school has adopted the optional national schemes of work for most subjects. However, these have not been adapted to meet the needs of the school nor do they ensure that pupils' skills, knowledge and understanding are built upon from year to year. Overall, the school has made satisfactory improvements since the last inspection. The new headteacher is aware of the progress that still needs to be made and is in a strong position to do so. She has the commitment of staff and governors and the support of parents.

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
	1998	1999	2000	2000
English	B	B	A	C
Mathematics	A	B	A	B
Science	A	A	C	D

Key

Well above average A
 Above average B
 Average C
 Below average D
 Well below average E

The results of the 2000 National Curriculum tests show that pupils attained well above average standards in English and mathematics and average standards in science when compared with schools nationally. When compared with similar schools, standards are above average in mathematics, average in English and below average in science. However, the test results over the last three years indicate that pupils' performance in the three subjects exceeded the national average. The proportion of pupils with identified special educational needs makes comparison with similar schools unfavourable as this element is not taken into account.

Inspection findings indicate that standards at the end of Key Stage 2 are well above average in mathematics. In all other subjects, standards are average except in English, science, art and design and technology where they are above average. At the end of Key Stage 1, standards are much improved since 1997. They are well above average in mathematics and above average in all other subjects except music where standards are broadly average. In religious education, standards are in line with the requirements of the locally agreed syllabus at the end of both key stages.

The difference between inspectors' judgements and the above grades is due to the fact that the inspection looks at this year's pupils and a wider range of work than that assessed in the national tests.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school. Most are well motivated and keen to succeed. They are interested in what they do and are proud of their achievements and their school. Their attitudes support progress in their learning.
Behaviour, in and out of classrooms	Good. The quality of most pupils' behaviour, including that of the youngest children, is good. Pupils are courteous and respectful towards each other and to adults.
Personal development and relationships	Good. Pupils get on well with each other and with adults. Pupils' personal development is satisfactory. They are willing and able to take responsibility when opportunities are provided. Older pupils help the younger ones.
Attendance	Good. This is above the national average and there are no unauthorised absences. Pupils arrive at school promptly and lessons start on time. This has a positive influence on their learning and standards of achievements.

Pupils have good attitudes to learning. Most are enthusiastic about their work and follow established routines well. Pupils have a good understanding of the impact of their actions upon others and show respect for the feelings of others. Relationships between pupils and with adults are good.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-11 years
In all 66 lessons seen	Good	Satisfactory

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 inspection, 94 per cent of teaching in lessons was satisfactory or better. In 66 per cent of lessons the teaching was good or better, with 32 per cent being very good and 14 per cent excellent. The quality of teaching has improved since the last inspection when 12.5 per cent of teaching was unsatisfactory and only 9.5 per cent was very good or better. This has a positive impact on what pupils learn.

There were no children in the Foundation Stage during the inspection to judge the quality of teaching for that age group. The basic skills of literacy and numeracy are, in the main, well taught throughout the school. Teachers have a varying understanding of the national strategies for teaching literacy and numeracy and most provide a good balance between whole-class and group activities. Discussions at the end of lessons are used well to review the main points and to consolidate learning.

Teaching is consistently good in Key Stage 1. The strengths in the teaching are associated with the way teachers ask questions, share learning intentions with pupils, have resources ready for use and demonstrate good subject knowledge. In one Year 2 English lesson, the teacher's enthusiasm for the subject and the secure subject knowledge ensured that pupils were challenged well and attained high standards. Occasionally, there are lessons where work is not sufficiently matched to the needs of pupils, the pace is slow and the negative attitude of a few pupils make it

difficult for others to concentrate. Consequently, learning is affected. The teaching and support of pupils with special educational needs are good and their individual learning targets are taken into account in teachers' planning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. A broad and relevant curriculum is provided for all pupils, enhanced by a satisfactory range of extra-curricular activities. There is a clear emphasis on delivering literacy and numeracy which contributes to the improved standards.
Provision for pupils with special educational needs	Good. Pupils who need extra support are identified early and are given appropriate support to help them make progress. There is a strong emphasis on improving literacy and numeracy which ensures that pupils have full access to the curriculum. Support staff make an invaluable contribution.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good. Pupils are helped to know right from wrong and good opportunities are provided to support pupils' spiritual and social development. Satisfactory provision is made for pupils' cultural development.
How well the school cares for its pupils	Overall unsatisfactory. Child protection procedures are good. Although staff know their pupils well, the monitoring of pupils' academic progress is not sufficiently rigorous to help plan the next stage of learning in subjects other than English and mathematics.

The curriculum caters for the needs of all age groups and meets legal requirements. The multicultural aspect of provision is not developed as well as other areas. The school works well with in partnership with parents and involve them fully in the life of the school. Parents are very pleased with the education provided by the school. Good care is taken of pupils. However, better assessment information is needed to help staff spot strengths and weaknesses in learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides good leadership for the school's work. She is supported well by staff who share a common purpose and work well as a team. The impact of co-ordinators is limited in terms of monitoring, teaching and learning.
How well the governors fulfil their responsibilities	Good. All governors have a clear sense of the school's direction, focussing on improving standards for the school. They carry out their responsibilities well.
The school's evaluation of its performance	Satisfactory. The school evaluates its performance well in its development plan and prioritises the areas for improvement. Monitoring of teaching and learning is underdeveloped.
The strategic use of resources	Good. Educational priorities are supported through good financial planning. The principles of best value are applied well in order to make optimum use of available funding.

The school is suitably staffed to teach the full curriculum. Support staff make an invaluable contribution to pupils' attainment and progress. The accommodation is used and maintained very well and there is a good range of resources to support learning in all subject areas except for large outdoor apparatus for the children who complete the Foundation Stage in the Reception class. There is insufficient monitoring of teaching and learning and the teachers' management roles are under-developed. The application of best value principles in the school's management of resources is good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has a positive effect on children's values and attitudes. • Children like school and their behaviour is good. • The school expects children to work hard and they progress well. • The ease with which they can approach staff with a question or concern. 	<p>A minority of parents expressed concerns over particular areas, especially:</p> <ul style="list-style-type: none"> • Having too little information about what is taught and how well their children are progressing. • The amount and regularity of homework given to children is not consistent. • A wider range of activities outside lessons. • The school to work more closely to parents.

Inspectors' judgements support the positive comments of the parents who attended the pre-inspection meeting and the views expressed in the 85 responses to the parents' questionnaire which were returned. In most cases, the response of parents is positive, appreciative and constructive. There is much support for the school. However, the inspection team supports parents' concerns about the limited information provided about the curriculum and there is inconsistency in the implementation of the homework policy. Whilst parental involvement in the life of the school and the information provided about pupils' progress is satisfactory, the school agrees it must explore ways of improving these areas. Homework has been inconsistent and the school recognises that this needs to be addressed. The range of activities provided outside lessons is reasonable.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When the school was last inspected in 1997, standards were identified as being unsatisfactory in information and communication technology (ICT) at the end of both key stages and in design and technology at the end of Key Stage 2. In all other subjects they were satisfactory or better. However, in the years following the inspection, initiatives have been put into place to address these weaknesses and to improve overall standards. These include the development of an ICT suite, additional resources, staff training, the adoption of a schemes of work in all subjects, the implementation of the Literacy and Numeracy Strategies, setting of pupils throughout the school in English and mathematics and the introduction of booster classes. All of these have had a particularly beneficial effect on overall standards.
2. Standards at the end of Key Stage 2 in mathematics are well above average, Standards in all other subjects are average except in English, science, art and design and technology where they are above average. At the end of Key Stage 1, standards are much improved since 1997. They are well above average in mathematics and above average in all other subjects except music where standards are broadly average. In religious education, standards are in line with the requirements of the locally agreed syllabus at the end of both key stages. Compared with the school's previous inspection, standards have been maintained or improved in all subjects except physical education at the end of Key Stage 2 where standards have declined. All pupils achieve well, including those with special educational needs and higher attainers. They all make good progress.
3. Analysis of the 2000 National Curriculum tests results for Key Stage 2 show that compared with all schools, standards are well above average in English and mathematics and average in science. When compared with similar schools, standards are above average in mathematics, average in English and below average in science. The percentage of pupils attaining the expected Level 4 was close to the national average in English and science and well above in mathematics. The percentage of pupils attaining the higher Level 5 was well above in English and mathematics and close to the national average in science. Results for 2000 have improved slightly at the average Level 4 in English and mathematics but have significantly improved at the higher Level 5 for these two subjects. In science, standards declined although they are still above national averages. The school has identified that in science, the lower results in 2000 were partly due to school's emphasis on literacy and numeracy. When the end of Key Stage 2 test results for the three years to 2000 are analysed they show that the overall trend, although erratic, has risen in line with improvements nationally. One reason for the variations each year has been the differing proportions of pupils with special educational needs in each year group.
4. When compared with all schools, the Key Stage 1 results in 2000 show that pupils attained well above average standards in mathematics, above average standards in writing and average standards in reading. The teachers' assessments of pupils' attainment in science also showed average standards when compared with both similar schools and all schools. When compared with similar schools, standards are well above average in mathematics, average in writing but well below average in reading. Results for 2000 have improved for mathematics, especially at the higher Level 3. There has been a slight improvement in reading and writing at the expected Level 2 but a decline at the higher Level 3 in reading, and with no significant change in writing. In science, standards have not been maintained although they are still above average. Between 1998 and 2000, the school exceeded the national average in mathematics, reading and writing. There were some differences in the performance of boys and girls in these tests. Girls did not do as well as boys.
5. The school analyses test results well and the information is used effectively to set targets at

the end of Key Stage 2. The school exceeded its stated target in 2000 for 78 per cent of its pupils to reach, or exceed, the expected level in English and 82 per cent in mathematics. For 2001, the targets are set at the same level. These represent a moderate degree of challenge in the light of the 2000 results.

6. The literacy and numeracy hours are having a particularly beneficial effect and literacy skills are practised well across many areas of the curriculum. Examples include the use of reports and instructions, which are featured well in subjects such as science. However, whilst writing skills are promoted across all subjects, pupils' poor handwriting skills can hinder their written work. Pupils are introduced to appropriate vocabulary for the study of subjects such as information and communication technology, science and geography. Pupils' numeracy skills are applied and developed well in some subjects, particularly in science and design and technology. Overall, the implementation of the literacy and numeracy hours is good and this is showing positive results in terms of improved quality of learning and better standards.
7. Standards in nearly all aspects of English are above expectations at the end of Year 2 and Year 6. The exception is writing, including handwriting and spelling, which is average by the end of Key Stage 2. This has been recognised as an area for improvement and a review of the teaching of writing is already in hand. Pupils' progress is good in Key Stage 1 and Year 3 and sound in all other classes. Good progress is due in part to the positive ethos for learning, good quality teaching in many of the lessons and the implementation of the literacy hour. In Key Stage 1, pupils talk about their immediate experiences clearly. They listen attentively to teachers' explanations and instructions, respond appropriately to questions and many express opinions confidently and articulately. In Key Stage 2, pupils' listening skills are better than their speaking skills. Most listen well to one another and willingly contribute to class discussions. When given the opportunity, they speak with clarity, using a wide vocabulary. However, there are too few planned opportunities for pupils to practise and extend their speaking skills across the curriculum. By Year 2, pupils read with fluency and expression and enjoy a wide range of books. They have a sound knowledge of initial letter sounds and familiar words and use their phonic knowledge to help with the reading of unfamiliar words. By the end of Key Stage 2, the majority of pupils acquire a range of reading strategies which enables them to tackle texts of increasing complexity. Most are competent readers for both information and enjoyment. Higher attaining pupils confidently talk about the plot and characters and make critical comments on the books that they read. By the end of Key Stage 1, pupils write stories and factual accounts with increasing accuracy and clarity. Most use capital letters and full stops correctly in their writing. By the end of Key Stage 2, many pupils write effectively for a wide range of purposes and readers. Higher attaining pupils use expressive language in interesting and effective ways and most are developing good skills in paragraphing and punctuation. However, there are inconsistencies and variations between classes. In Key Stage 1, pupils are developing a legible style of handwriting with carefully formed letters. Although standards in handwriting practice and for display work are sound, presentation of written work in other subjects is often poor. Standards in spelling have been recognised as a weakness with many pupils spelling simple words incorrectly in Key Stage 2.
8. In mathematics, the pupils are making good progress and the standards of their work, especially in numeracy, are well above national expectations at the end of Year 2 and when pupils leave school at the end of Year 6. The impact of the numeracy hour has been positive. By the end of Key Stage 1, most pupils have a solid grasp of numbers. They add and subtract numbers to 20 and beyond, count forward and backwards and order numbers to 100. Many have a quick and accurate recall of number facts and apply these successfully to solving problems. By the end of Key Stage 2, pupils show very good levels of numeracy skills, for example, they add and subtract two and three digit numbers mentally, and multiply and divide whole numbers and decimals by ten and 100 with accuracy. Pupils understand the relationships between fractions, decimals and percentages and accurately measure and draw angles to the nearest degree. Most are developing good ways for working things out and explain their methods with clarity and confidence.

9. Standards in science, at the end of Years 2 and 6 are above average. By the end of Year 2, pupils accurately identify and name the different parts of the human body and know the conditions required to promote healthy growth in plants. Most know that different insects are found in various parts of the environment, that some materials change when heated and that some materials are better suited for specific purposes. By the end of Key Stage 2, most pupils have a good understanding of how to plan and conduct an experiment. They carry out investigations, make predictions about outcomes and use scientific vocabulary appropriately and with increasing confidence. They understand the properties of solids, liquids and gases and learn about the separation of mixtures using a range of equipment and techniques. Literacy skills are used to communicate findings in detailed reports, particularly in Year 6, and work in science makes a good contribution to numeracy through the use of tables and charts to present findings and display information. In both key stages, progress in experimental and investigative science is good.
10. Standards in information and communication technology are now in line with expectations at the end of Year 2 and when pupils leave school at the end of Year 6. This is partly due to the school's investment in equipment, good support by the co-ordinator and staff training. By the end of Key Stage 1, most pupils are familiar with the computer keyboard and are quick and skilful in their control of the mouse for selecting an icon and moving items around the screen. They word process sentences onto the computer, delete and insert letters, and some use upper and lower case type with accuracy. In Key Stage 2, pupils use a variety of computer generated graphs to determine which is the most effective way of showing their results. Older pupils, by the end of the key stage, skilfully merge text and graphics and create spreadsheets to present their information. Examination of pupils' past work shows that they make little use of information and communication technology in other subjects. However, since the earlier inspection, there has been significant improvement in resources and pupils have improved their skills.
11. In religious education, standards at the end of Years 2 and 6 are in line with the expectations laid down in the locally agreed syllabus. In Key Stage 1, younger pupils are aware of other people's feelings and are beginning to express their own feelings and emotions when discussing the special moments and special people in their lives. Older pupils learn about the importance to Muslims of the festival of Eid and the need for caring and sharing with others. By the time pupils leave the school at the age of eleven, most understand that different religious groups have different accounts of the creation and know about some of significant similarities and differences between major world faiths, such as Hinduism and Christianity.
12. In all other subjects, pupils make good progress in Key Stage 1. In Key Stage 2, progress is sound in all subjects except art and design and technology where it is good, and music which is unsatisfactory.
13. One fifth of the pupils at the school is currently on the register for special educational needs. Most are at Stages 1 and 2 of the Code of Practice. Their needs are identified early and they receive good support to reach the learning targets set for them in their individual education plans. The good progress made by these pupils in Key Stage 1 results from positive attitudes to learning which are encouraged by the school's supportive ethos.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to school are good across all year groups and remain as good as at the last inspection. They are keen to come to school and at the start of the day, are eager to embark on a new adventure. This has been observed in the majority of classes and especially in Key Stage 1, where pupils can become absorbed rapidly. In nearly all lessons, pupils worked steadily with good levels of concentration. However, where lessons are not well planned, pupils become inattentive and do not listen to the teacher's instructions. Pupils organise themselves well, are confident and are comfortable with school routines. They know about the range of activities which are provided by the school such as extra sport or 'Green Club', and

talk with interest about their work, visitors or visits which they have made. Pupils with special educational needs have positive attitudes to learning. They try hard to improve and consequently make good progress. Other pupils are very supportive and sensitive to their difficulties. They show appreciation of their efforts and celebrate their successes. They often provide support when they find difficulty.

15. Pupils usually behave well. As they make their way to assemblies, they show high standards of self-control. They are very obedient to teachers' instructions as they wait for another class to enter the hall. Behaviour in both Key Stage 1 assemblies and whole-school assemblies was excellent during the inspection. One or two instances of poor behaviour were observed in Key Stage 2 classes which reflected some less than satisfactory teaching. Overall, pupils are open and friendly, especially in Key Stage 1, where they are offered very good models by teaching staff. Around the school, pupils show respect for others and are trustworthy. No evidence of bullying and racism was seen during the week of the inspection. One pupil has been excluded from school for a fixed period in the year prior to the inspection.
16. Relationships between pupils are positive. They make friends easily, although they are less confident when working together in mixed groups of boys and girls at Key Stage 2. Relationships between pupils and staff are also good. Pupils show initiative and take responsibility when required. At Key Stage 2, girls tend to take more responsibility than boys. Those older pupils who have volunteered to take on duties and responsibilities take them seriously and are confident. These duties include two boys running the play equipment hut at lunchtimes and a team of girls manning the doors and controlling passes to get in and out of the school building at break-times. The pupils are reliable as duties are carried out effectively. As they grow older, most pupils are aware of other people's feelings.
17. Pupils have high levels of attendance although there has been one recorded exclusion. Overall, the school has maintained the good standards reported in the last inspection. Attendance at the school is very good. Pupils come in on time and registers are taken quickly and efficiently in all classes in both morning and afternoon. There is very little problem with latecomers. There are no unauthorised absences.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2. During the inspection, 66 lessons or part lessons were observed. Of these, 94 per cent were satisfactory or better. Twenty per cent of lessons were good, 32 per cent were very good and a further 14 per cent were excellent. This is a significant improvement since the last inspection when nearly 13 per cent of lessons were unsatisfactory and only ten per cent were very good or better. Weaknesses identified in the teaching have been addressed and this, in part, is responsible for the improvement in pupils' standards. During the inspection, in Key Stage 2, four lessons were seen that were unsatisfactory. These lessons did not challenge the pupils and opportunities were missed to extend pupils' learning. Teaching is predominantly good or better in Years 1, 2 and 3 and this has an important effect on standards. In Key Stage 2, there is a greater proportion of satisfactory teaching. Good teaching was observed in every year group. The strengths in the quality of teaching which were identified in the last report have been maintained or improved.
19. Good and very good teaching was seen in nearly all subjects. This has a positive effect on pupils' learning in all stages of their education, particularly in Key Stage 1, where good, very good and excellent teaching was observed. High expectations of work and behaviour and shared objectives that teachers create in their classrooms encourage pupils to do their best and learn effectively. The good teaching in numeracy accounted for the good progress made by pupils during the inspection week. In design and technology teaching is good.
20. Teachers have a secure knowledge of the National Literacy Strategy and most aspects are taught well. Literacy lessons have an appropriate structure although there is some

inconsistency in Key Stage 2. In the whole-class sessions, most teachers lead discussions well and manage pupils effectively by using a range of strategies to promote learning. Discussions at the end of lessons are mostly used well to review the main points of the lesson and to ensure that pupils have a secure understanding of the work before moving them on to the next stage in their learning. However, at times, some of the work set is not stimulating and pupils are not given sufficient opportunities to contribute to class discussions. The skills of literacy are successfully built on as pupils move through the school, particularly in reading, and pupils make good progress.

21. In numeracy, the oral and mental sessions are taught effectively. Teachers pay special attention to explain concepts clearly and as a result, learning is good. There is an effective focus on the development of mental arithmetic with regular, challenging, quick-fire questioning at the start of lessons. This helps to maintain pupils' interest and enables them to consolidate previous learning. Most teachers encourage pupils to explain their methods for calculating solutions to problems. This is successful in helping pupils look for alternative ways of problem solving. Most teachers provide a good balance between whole-class and group activities but on occasions, pupils are restless because the introduction has lasted too long. The use of pupils' numeracy skills in other curriculum areas is satisfactory.
22. Teachers demonstrate a sound subject knowledge in all areas of the curriculum. This enables them to make effective and pertinent teaching points and provides pupils with accurate and relevant information. Pupils can, therefore, make good progress in their own understanding of the subject. This was well demonstrated in a Year 3 science lesson where the teacher effectively used a range of practical tasks to introduce the formation of shadows. Appropriate scientific vocabulary, that was easily understood, was introduced and new words were clearly explained. Information was imparted in a lively and stimulating way which engaged pupils' interest and motivated them well. This led to pupils making good progress during the lesson.
23. In most lessons across the school, teachers have high expectations of their pupils' work and behaviour and plan work which is challenging and designed to stretch the thinking of all pupils in their class. Pupils respond well to this and are keen to do their best in nearly all lessons. A Year 5 literacy lesson was a good example of this. Pupils were analysing the features of a good story opening and adapting the writing for different readers. In this lesson, the teacher had graded the work extremely carefully to ensure that pupils had tasks that closely matched their prior attainment and which were designed to move them swiftly on to greater understanding. All the pupils worked diligently and behaved in an exemplary manner throughout. Expectations of good behaviour are mostly high and this leads to a productive working environment where pupils feel valued and secure and this has a positive impact on learning. Most teachers have effective class management skills and create a calm atmosphere, which is conducive to learning. Good examples of this were seen throughout Key Stage 1.
24. Teachers use a good range of teaching methods to deliver the National Curriculum to pupils of all abilities. These methods are carefully thought out to match both the subject content and the needs of the pupils. The setting of pupils throughout the school in ability groups for numeracy and literacy has a positive effect on the progress of pupils as they are given work better matched to their prior attainment. When appropriate, for example in a Year 6 science lesson investigating gravity, pupils are encouraged to work together in groups. They supported each other in their learning due to the good organisational skills of the teacher. In other lessons, pupils work independently and take some responsibility for their own learning. They are eager to succeed and make good progress. This was clearly seen in a Year 1 science lesson in which pupils were recording the sources of light they had observed during their walk around the school. All pupils were very keen to complete the task they were set in the time allocated.
25. Most teachers manage pupils well so that behaviour in lessons is mostly good. Of particular note is the very good management of pupils and the good relationships which teachers in Key

Stage 1 consistently have with their pupils. Teachers are firm but fair in keeping order and most handle easily distracted pupils sensibly by making good use of their voices and by using praise, for example, in a numeracy lesson praising those who put their hands up before answering. In a few lessons in Key Stage 2, teachers lack the strategies to manage well the challenging behaviour of a minority of pupils. As a result, some pupils make little progress in their learning.

26. Teachers are well organised for lessons and have suitable resources available for pupils. During the literacy hour, teachers group pupils around them well, so that everyone can see the board or the book being read. Most teachers make good use of the time available and the pace of teaching is often brisk. This keeps pupils on their toes and challenges them to work hard at their tasks. However, in a few lessons, teachers talk too much and do not give pupils enough opportunities to contribute their own ideas. As a result, pupils lose interest, become restless and cover less of the curriculum than they should. In both key stages, teachers make good use of support assistants in classrooms, involving them fully in the main part of the lesson so that pupils have constant contact and help from adults. This enables pupils to seek advice and develop confidence in their own abilities. However, support assistants are not always used effectively during the first part of the literacy and numeracy lesson. The use of information and communication technology to support learning is marginal, and rarely forms a part of teaching in any subject.
27. Planning of lessons is satisfactory overall, and has improved since the previous inspection. The best and most detailed planning is prepared for the literacy and numeracy sessions where clear objectives are often shared with pupils at the start of each lesson. This ensures that pupils understand what is expected of them and allows them to work at a suitable pace. However, in other subjects, objectives are more descriptive of the activities to be undertaken than what is to be learned. This weakness in planning means that it is difficult for teachers to assess pupils' attainment and judge learning if it is not always clear what pupils are expected to learn. Further, plans do not identify the provision for pupils of different abilities. Consequently, identical work, for example in science, is often set for all pupils and high attainers are not always sufficiently challenged.
28. Teachers' ongoing assessment of pupils' work is good. Most teachers are skilled in using well-focused questions to check and challenge pupils' thinking and understanding. They make good use of the plenary session to revisit the learning objectives and discuss with pupils the extent to which they have been achieved. This practice helps pupils to know how well they are acquiring new knowledge, understanding and skills. It also gives teachers an opportunity to evaluate their own teaching, pupils' learning and know what to plan for the next lesson. Most pupils have a good idea of how they are learning. For instance, teachers in Key Stage 1 listen and respond well to their pupils and help them to improve the quality of their work by giving helpful feedback and praise which helps to motivate and encourage them. In Key Stage 2, marking is completed regularly with supportive comments and advice for improvement. As a result, most pupils understand what they are doing, how well they have done and how they can improve. A few parents are critical of the inconsistent way homework is provided throughout the school. Inspection evidence shows that this is not used consistently to support pupils' learning.
29. The teaching of pupils with special educational needs is good in Key Stage 1 where the smaller classes, detailed planning and effective support by classroom assistants ensure that they are taught well. When teachers are concerned that pupils are performing less well than the other pupils in the age group, they are monitored closely, and support assistants give them extra help in literacy and numeracy lessons where work is often adapted to meet their needs. However, the monitoring of their progress by the learning support assistants is inconsistent and the planning in some classes by the teachers does not always identify provision for these pupils. Higher attaining pupils in the school sometimes benefit from being given extension activities that challenge their thinking and help them make good progress. This is particularly evident in the literacy and numeracy lessons when teachers plan such

activities in advance. However, in other subjects of the curriculum, for example information and communication technology, this is not always the case and as a result, learning is limited.

30. In the few unsatisfactory lessons the pace of teaching is very slow and planning does not clearly identify the learning objectives. As a result, pupils are left unsure as to what they are expected to achieve in the lesson and are unable to focus on improving their skills and knowledge. In a few instances, there is weak management of pupils. As a result, pupils do not listen carefully and constantly interrupt the teacher and other pupils. Learning is adversely affected.

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

31. As reported in the last inspection, the school continues to provide a broad curriculum which is sufficiently balanced in order to be effective in promoting the pupils' intellectual, physical and personal development. Within some subjects, however, the balance of some aspects and the timing of lessons are not appropriate. Overall, the school meets statutory requirements. At the time of the inspection, there were no children at the Foundation Stage [Aged 3-5 years]. They will join the school next term.
32. Where timing is an issue, it is because some lessons, such as in science, are too long and where the literacy and numeracy initiatives are given more than the recommended time. For the most part, the school has implemented these initiatives successfully, particularly at Key Stage 1. A few teachers in Key Stage 2 require further professional training to give their classes the best levels of organisation and management of the literacy and numeracy sessions which are found lower down in the school.
33. The provision for pupils with special educational needs is improving and is now good. Individual education plans are detailed and provide good guidance on how to achieve the identified targets, which relate mainly to English. Teachers and learning support staff include these pupils in all activities. Group tasks in particular are successfully planned to match these pupils' needs. A suitable balance is achieved between in-class support and small group withdrawal for these pupils.
34. The school has given thought to providing sufficient opportunities for pupils to follow their particular interests. They can usually do this in most classes and the curriculum helps them to fulfil their particular needs and, in most cases, to reach their potential. At times and in some classes, the more able pupils do not achieve their best possible standards.
35. Most pupils receive equal access to all curricular provision. At times, teachers address more comments and questions at the more lively boys and give less attention to the girls. There are also occasions when girls offer themselves for more domestic responsibilities, such as lunch time assistance, whereas boys help with playground organisation. The school is aware of this and intends to address the need to be fully socially inclusive in the immediate future.
36. During the inspection, some classes benefited from the visit of a person who came dressed in Victorian clothes and talked about Victorian times. Earlier in the week, a professional artist came to the youngest classes and extended the pupils' experience of textiles by giving them first-hand experience of weaving. This provided a very good adjunct to the science and art projects.
37. Since the last inspection, the planning of the curriculum has improved. Teachers regularly plan together. This joint planning strengthens the delivery of the curriculum and encourages staff to share their expertise. However, in some Key Stage 2 classes, teachers plan across a two-year span in some subjects. This results in repetition of some of the work for pupils and hinders the systematic development of pupils' skills from year to year, as well as place an unnecessary constraint on resources. The school is aware of this and will change the

arrangements for the planning of work for the next terms.

38. The National Numeracy and Literacy Strategies are now well in place but the success of their implementation varies. Again, the school is aware of this and plans to bring the quality of teaching up to the highest standards. The school has adopted the optional national schemes of work for most subjects and has recognised the need to adapt them to meet the needs of the school. Staff have yet to make clear decisions about the specific skills which they want the pupils to learn in the foundation subjects so that skills develop systematically from year to year.
39. Satisfactory provision is made for health and sex education through the science and personal and social aspects of the curriculum. More attention now needs to be given to teaching pupils about how to be more aware of the dangers of drugs.
40. The overall provision for the spiritual, moral, social and cultural development of all pupils is good. Observations of the life throughout the school indicate that all teachers and ancillary staff support the aims of the school effectively. This helps pupils to develop physically, intellectually, spiritually and emotionally. Overall, this provision has been maintained at a good level since the last inspection.
41. Provision for pupils' spiritual development is good and is appropriately extended beyond religious education lessons and corporate worship within assemblies. This is the same judgement as at the last inspection. Collective worship is used appropriately to promote a sense of wonder and time for reflection, for example, by using the topic of discrimination and providing effective mood music in Key Stage 2. Time to reflect on pupils' own beliefs, values and experiences is regularly provided in the majority of classrooms and in a range of subjects of the curriculum. It focuses the minds of the pupils on how their attitudes and actions can influence other people. Pupils in Year 2 were expected to reflect on their own experiences when compared to others less fortunate than themselves through the effective telling of a story involving a disabled girl in a wheel chair. Pupils in Year 3 reflected upon their senses in an English lesson and produced sensitively written poems on 'Touch' to convey their ideas. One good example is,

'What do you feel?

The crunch and the crackle of a crispy Autumn leaf

The sparkle and the glimmer of a fish on a coral reef'.

42. The school provides very well for the moral development of all pupils. It is reinforced by the personal example provided by the staff. A strong moral code is the basis for acceptable behaviour and this is consistently emphasised throughout the day-to-day life of the school. The use of role-play in acts of collective worship is effective in reinforcing behaviour expectations. Some Year 5 and 6 pupils enacted a drama to emphasise the unfairness of specific rules that discriminate against black people. Pupils are held individually responsible for their behaviour and are encouraged to solve their own problems and arguments during open-class discussions, particularly in Key Stage 1. There is a solid framework of values that encourages pupils to distinguish right from wrong. Pupils are commended for their achievements in assembly and appropriate emphasis is placed on celebrating positive behaviour.
43. Good provision is made to develop the pupils socially. There is an appropriate emphasis on consideration, tolerance and understanding which promotes socially acceptable attitudes. Care is taken to ensure that those pupils who have special educational needs are fully integrated into the life of the school. Boys and girls are equally provided for in all aspects of the curriculum. Teachers are both professional and caring and there is clear evidence of positive and successful relationships between pupils and staff. Annual residential visits to Watchet appropriately enhance older pupils' social development. The vast majority of pupils co-operate well with each other, for example, if pupils see a child sitting on the friendship

bench they are expected to befriend him or her. Pupils are encouraged to participate in the community, for example, in their support of local charities and in sending filled 'shoe boxes' to Romania. They are friendly and welcoming to visitors.

44. Satisfactory provision is made for pupils' cultural development. This is a similar judgement to the last inspection. Pupils are given effective opportunities to learn more about their own cultural traditions, for example, through performances of the Nativity and they broaden their knowledge and understanding of other cultures through literature, art, geography and religious education. Visits from local musicians, artists and a weaver and visits to museums further enhance the pupils' learning and development in this area. Plans are in hand to invite speakers from different faith communities to talk to the pupils and broaden their understanding of the wider multicultural community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school continues to take good care of its pupils. Arrangements for child protection comply with the local education authority guidelines and staff have the necessary training and guidance. The school follows the local authority's guidelines on both drugs awareness and school visits procedures. School versions are being planned. At the heart of the school there is a very effective first-aid team that ensures that all pupils are well looked after. They attend to any minor injuries quickly and are well known to pupils in their other roles as learning support assistants. The medical room is isolated so pupils are treated in the centre of the school and should the need arise, wait to be collected by parents in the reception area. This keeps them within the school community. First-aid procedures are up-to-date.
46. The school has good procedures for promoting and maintaining high standards of behaviour. Inconsistencies in this area have been targeted in the school development plan. Similarly, procedures for monitoring and eliminating oppressive behaviour are good. Staff are supported by the new headteacher who takes a pro-active view and talks personally to the pupil concerned. All pupils are encouraged to behave well in class by the classroom reward systems. Class rules feature in every room. However, the lunchtime staff are no longer involved in rewarding good behaviour or thoughtful conduct. All staff are well aware of safe classroom practice. In the playground, routines for lining-up and going into school are well-practised and safe. The organisation of games on the large playing field involves groups of classes sharing games lessons so that teachers are able to call on one another if need be. Procedures for monitoring attendance are straightforward and well known by staff. As the attendance rate is high, with no unauthorised absences, there are no formal procedures to improve attendance.
47. All pupils are given good opportunities to develop a sense of responsibility but the school does not keep any records of pupils' personal development. These opportunities range from taking registers back to the office, for all groups, to specific duties for older pupils. For example, Year 6 monitors assist younger pupils taking packed-lunches and go on to assist in the infant playground. The successful running of the play equipment hut at lunchtimes by Year 6 pupils may lead to more responsibility in the form of stock control. A team of older girls clean up very efficiently in the dining hall. However, these opportunities to take responsibility are not subject to any formal rota and so are not offered to the whole year group in a structured way. The support provided for pupils with special educational needs is very good and follows the nationally agreed Code of Practice. This contributes to the good progress that these pupils make.
48. Overall, procedures for assessing pupils' academic progress are unsatisfactory. As was found at the last inspection, the school continues to have good procedures in place for assessing pupils' work in only English and mathematics at both key stages, where specific targets are set for pupils' future learning needs. Assessments have not yet been extended to take account of the other subjects of the curriculum. Target setting is having a distinct effect on teaching in English and mathematics in that teachers are making more accurate

assessments. This is having a positive impact on teaching and learning and in raising standards in these subjects. The results of National Curriculum tests in English and mathematics are carefully analysed to identify future targets and areas for curricular development. Test results for the other core subject, science, are not analysed at the end of Key Stage 2.

49. A portfolio of pupils' assessed work is being compiled for all subjects by each co-ordinator, but these are in an early stage of development. Currently, they do not all give examples of levelled or annotated work to support the teachers' assessments or guide their future planning. An assessment book has very recently been introduced across the school to keep examples of pupils' work in English, mathematics and science, but these are not annotated properly. It is too early to judge the impact of this initiative. The school has not yet developed a scheme of work to take account of the different age groups in order to ensure that planning systematically builds on pupils' learning as they move from year to year. This means that assessment is not used effectively to inform future planning. Pupils' learning and progress are regularly evaluated by teachers at the end of lessons, highlighting those not reaching or those exceeding the identified objectives.
50. Assessment for the attainment and progress of pupils who have special educational needs is satisfactory. Individual education plans are provided, achievable targets are set and parents are consulted about the reviews of these plans. A language assessment is made twice yearly and targets are set as a result of this to challenge these pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents expressed very positive views about the school when responding to questionnaires and when being interviewed during the inspection. They say their children like school, that teaching is good and that they feel comfortable about approaching the school with a problem. Parents feel that the school could most improve by providing a greater range of out-of-school activities. Many feel that the school could work more closely with them.
52. The school has good links with parents, although they are mostly informal in nature. Parents are offered some well-attended explanatory curriculum evenings, for example in mathematics, but not in all subjects. Much helpful curricular information is passed on to parents by the teaching staff. However, the amount of information about what is taught is insufficient and without a formal structure. Reports offer good quality information about pupil progress in a clear, computer generated format and targets are set. However, there is no formal feedback provision for parents. The school issues useful, regular, factual newsletters. Arrangements for new parents are satisfactory. Although there is no formal induction of new parents into the school, relationships with teaching staff are open and links to the Nursery school are friendly and good liaison takes place on a regular basis. There is a core of parental support in the school, especially for the younger pupils, which contributes to the strong links. Their duties range from hearing readers to helping teaching staff supervise activities in the classroom. Parent-helpers can be found in the school on any day. The library is operated by a committed parent. There is good provision to include parents of pupils with special educational needs in their child's individual education plans. Overall, the impact of parents and carers involvement with the school is sound.
53. All pupils receive regular homework but overall provision is inconsistent. A small number of parents were unsure as to whether their children received the right amount of work. However, the amount of homework for Key stage 2 pupils has recently increased and is being more thoroughly controlled. The contribution of parents to their children's learning at home and at school is satisfactory. The Parent Teacher Association has raised large sums of money for the school and is well supported by parents. The purchase of new equipment for the school has been an effective addition to resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. Historically, the school has been led and managed well and with the appointment of the new headteacher, this continues to be so. Most of the issues identified in the last report have been dealt with effectively. Attainment in English and mathematics has improved, as has the development of schemes of work. The introduction of the information and communication technology suite and its resources is helping to raise attainment in the information and communication technology. Attainment in design and technology is now good.
55. Two key issues have improved only partially. These have been focused on by the new headteacher since her appointment. The medium-term planning, particularly in the core subjects, is now more detailed and specific; the roles of the senior staff and subject co-ordinators are to be further strengthened with time made available for them to monitor the standards of attainment and the quality of teaching.
56. In this first term, the headteacher has used her time fruitfully. Her active involvement in all aspects of school life, including a substantial teaching role, has enabled her to quickly gain the respect and admiration of all the staff, pupils and parents. As a result, through the school, there is a powerful shared commitment by all, including the governing body, to continue to improve standards and provide the pupils with a good education.
57. The headteacher's own audit has established some priorities. However, her intention to use this inspection report to further school improvement has been a sensible judgement. Hence, although the school development plan has already highlighted strengths and weaknesses, the issue of behaviour, for example, is being extended to cover the broader issue of personal support and guidance for pupils.
58. The headteacher is effectively supported in her intentions by a hardworking and well-established governing body. There is a relevant committee structure which monitors all aspects of school life including target setting and school development planning. Governors use their specific knowledge and background productively within the committees.
59. The special educational needs co-ordinator is very effective in her role, in spite of her onerous role as a full-time class teacher and co-ordinator for Key Stage 1. There is early identification of pupils and an accurate register is kept of their progress. Parents are actively involved. Additional funds made available for special educational needs pupils are used well to provide learning support assistants. These assistants are deployed efficiently where the needs are greatest. However, they currently do not keep day-to-day records of the 'Small Steps' progress made by pupils, neither are they formally aware of the targets set for the pupils' individual education plans.
60. Day-to-day financial administration and budgetary control are very good. The school administrator is efficient and provides good support for the day-to-day organisation of the school. She runs a detailed and easy-to-read software program linked to the local education authority. There are good routines and safeguards in place and tasks are effectively carried out. Procedures for ordering stock and major items of equipment and paying suppliers are well established and secure.
61. Governors are kept well informed, appropriately involved in making spending decisions and have a good oversight of the budget. There is a finance committee, which has specific terms of reference, meets regularly, considers the school's finances and approves spending. Financial systems and procedures are good and the finance committee is fully involved with the headteacher in monitoring the school's expenditure against the yearly plans, and appropriate adjustments made during the year. Preparation of finance committee agendas by the school administrator, who also reports at these meetings, ensures that governors are fully aware of the school's finances.
62. Governors evaluate the effect of the school's spending decisions on standards. They receive

regular reports from the headteacher and question the contents. They analyse statutory test results with the headteacher and they visit the school regularly. The school development plan is an effective management tool, identifying appropriate long-term and short-term priorities and containing a programme to ensure that subjects are reviewed regularly. A success of this approach is that resources used for the development of information and communication technology have considerably improved this area both in terms of accommodation and equipment.

63. There is an adequate number of suitably qualified teachers for the teaching of the curriculum. Since the previous inspection, there has been a significant change in the teaching staff. All teachers have clearly designated responsibilities and they work closely on a daily basis to share their curriculum strengths with each other. Teachers are suitably deployed in the school. There are appropriate systems to support newly qualified teachers and those who are new to the school. The teaching staff are very well supplemented by a good number of specialist teachers, classroom and learning support assistants, all of whom contribute to the teaching team spirit which is very evident in the school.
64. The accommodation is very effective in supporting the delivery of the curriculum. The building is spacious and well lit. The layout of the main building as a square around a garden provides plenty of daylight and a quiet space in the centre of the school, and allows pupils and staff to move around the school in a choice of ways. Most classrooms are large enough to accommodate the number of pupils required, but both Year 4 classrooms are too small to cope with present numbers and without careful planning of pupils, this can have an adverse impact on learning. The sliding partitions between several classes afford both ease of transit and possibilities for combined supervision.
65. The large playing fields are an asset to the school and one which it exploits within the local community. The playgrounds are large enough for the numbers of pupils. One section can be cordoned off for young children between January and September. There is a swimming pool on the site which is used in the summer term. Storage space for resources, however, is at a premium. The school is kept very clean. Displays are colourful and liven up the school. The shared areas in the main building provide useful space for additional activities.
66. Generally resources are good. However, in information and communication technology they are very good. The overhead computer screen projector is an exceptionally useful tool. In mathematics and in the provision of special educational needs. resources are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build upon the many strengths of the school and further improve the standard of work and quality of the education provided, the governors, headteacher and staff, in co-operation with the local education authority, should ensure that:

- **The leadership and management roles of the subject co-ordinators are extended through:**
 - providing clear guidance, time and training to curriculum co-ordinators which will enable them to fulfil their role in the development, monitoring and support of their areas. (para)
- **There is a coherent, whole school approach to assessment by:**
 - introducing assessment in all subjects and making greater use of the assessment information to guide planning. (para)
- **The current schemes of work are adapted to ensure that pupils' skills, knowledge and understanding are built upon progressively from year to year. (para)**

In addition to the key issues above, the following issues should be considered for inclusion in the action plan. Measures should be considered to ensure that:

- Teachers' short-term plans in subjects other than literacy and numeracy identify consistently what pupils of different abilities will learn and do by the end of the session. (para)
- The teachers' expectations of pupils are clear in relation to the quality of the presentation of their work. (para)
- Regular planned activities are provided for pupils to develop and use their language skills to discuss, question and analyse information in pairs and in small groups across the school. (para)
- The quality and range of opportunities for pupils to use information and communication technology across the curriculum are increased. (para)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14	32	20	29	6	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	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		297
Number of full-time pupils eligible for free school meals		14

FTE means full-time equivalent.

Special educational needs	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		61

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence	%
School data	4.0
National comparative data	5.2

Unauthorised absence	%
School data	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
	2000	29	28	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	29	29
	Girls	23	27	28
	Total	50	56	57
Percentage of pupils at NC level 2 or above	School	87.7 (80)	98.3 (97)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	29	29
	Girls	26	21	27
	Total	55	56	56
Percentage of pupils at NC level 2 or above	School	96.5 (90)	98.3 (95)	98.3 (95)
	National	84 (82)	88 (86)	88 (87)

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
	2000	27	27	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	27	26
	Girls	20	20	20
	Total	44	47	46
Percentage of pupils at NC level 4 or above	School	81.5 (72)	87 (81)	85.2 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	24	26
	Girls	21	21	22
	Total	42	45	48
Percentage of pupils at NC level 4 or above	School	77.8 (79)	83.3 (83)	88.8 (85)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	294
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y1 – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	23
Average class size	25

Education support staff: Y1 – Y6

Total number of education support staff	13
Total aggregate hours worked per week	141

Financial information

Financial year	1999/2000
	£
Total income	577,722
Total expenditure	547,516
Expenditure per pupil	1,649
Balance brought forward from previous year	45,233
Balance carried forward to next year	29,433

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

297

Number of questionnaires returned

85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	2	0	0
My child is making good progress in school.	49	46	4	0	1
Behaviour in the school is good.	36	56	2	0	5
My child gets the right amount of work to do at home.	21	55	15	5	4
The teaching is good.	53	44	1	0	2
I am kept well informed about how my child is getting on.	33	47	15	1	4
I would feel comfortable about approaching the school with questions or a problem.	64	31	2	1	2
The school expects my child to work hard and achieve his or her best.	54	41	2	0	2
The school works closely with parents.	26	47	25	1	1
The school is well led and managed.	36	41	2	0	20
The school is helping my child become mature and responsible.	38	54	2	1	5
The school provides an interesting range of activities outside lessons.	16	18	29	13	24

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. Currently, there are no children in school in the Foundation Stage. Children enter full-time education in the term after their fifth birthday. This means that no child starts school until the second term, in January. Children whose birthday is in the summer term go straight into Year 1, the following September. This has meant that the planned curriculum has been focused at Key Stage 1. Previously, there has been no need for provision for children under-five in the Year R, but with the change to a Foundation Stage, the school is aware of the need now to plan for this. The teacher who will be in charge of Year R is attending training and planning sessions and with this aim in mind, is discussing the need to reorganise classroom positions to make appropriate provision to meet the needs of the youngest children. Overall, the school is satisfactorily prepared for the January intake in all areas of learning except provision for children's physical development. Currently there is no secure play area with large outdoor apparatus. This is being addressed.

ENGLISH

68. In 2000, at the end of Year 2, pupils' attainment recorded in National Curriculum tests was above the national average in reading and well above in writing. In reading, 88 per cent of pupils achieved the expected Level 2 or above, a figure above the national average and 19 per cent the higher Level 3, below the national average. In writing, 98 per cent of pupils achieved the expected Level 2 or above, a figure well above the national average, and 3 per cent of pupils gained Level 3, which was below the national average. Compared with similar schools, results in writing were about average but well below the average in reading. The performance of girls is below that of boys in both reading and writing. Results for the year 2000 are better than those in 1999 for reading and writing at both levels.

69. At the end of Year 6, in the 2000 National Curriculum tests, 82 per cent of pupils attained Level 4 or above. This was close to the national average. The percentage of pupils achieving Level 5 or above was 43 per cent, which was well above the national average. When compared with schools deemed to be similar in nature and context, the pupils' performance was average. Taking results from the three years 1998 to 2000 together, performance of pupils in tests in English exceeded the national average. There was no significant difference in the performance of boys and girls. Results for 2000 are better than those of 1999 at both levels.

70. The previous inspection found that standards in English were in line with expectations, although there was under-achievement in writing for higher attainers. The school's results indicate that there has been some progress since then, but they do fluctuate from year to year.

71. Discussions with pupils, observation of English lessons and a careful study of pupils' previous work largely confirm the results of the statutory assessment tests. Inspection evidence shows that the attainment levels of the present seven-year-old pupils are above national expectations. Taking the same elements into consideration, the work of the present eleven-year-old pupils is also above national expectations but with some variation between Key Stage 2 classes in speaking and listening. Standards in reading are good across the school. In writing, they are good overall but at the end of Key Stage 2 spelling, handwriting and writing across the curriculum are satisfactory rather than good. These are areas for improvement and are recognised by the school and a review of the teaching of writing is already in hand.

72. Progress for pupils, including those pupils who have special educational needs, is good in

Key Stage 1 and in Year 3. In all other classes, progress is only satisfactory where some of the teaching does not always move beyond the satisfactory level.

73. By the final year at Key Stage 1, pupils are attaining well in speaking and listening. Their teachers provide good opportunities in order to extend vocabulary and to help pupils to join in confidently to a group discussion and to listen attentively to one another's experiences and viewpoints. This was particularly well exemplified in a Year 2 class where the pupils talked about their pleasure in special moments and special places. Again in a Year 1 class, the teacher was tenacious in her eliciting pupils' ideas and observations about the composition and use of natural materials.
74. In Key Stage 2, the pupils listen well but are not always so good at speaking to the class. This is related directly to the quality of teaching as some teachers offer too few opportunities for pupils to express their own ideas or to listen appreciatively to the views of their peers. Some of the teachers' questioning techniques in Year 4 to Year 6 classes do not allow for sufficient pupil participation. In contrast, however, in one Year 5 literacy hour, the pupils shared ideas, insights and opinions and listened carefully, justifying their own thoughts while dealing courteously with differing views about the story of Hiawatha. Nevertheless, the school is aware of the need to improve the oral skills of pupils in the upper years in Key Stage 2 and programmes for improvement are now incorporated into the school development plan.
75. Attainment in reading from Years 1 to 6 is good and represents an improvement since the last inspection. Early reading skills are taught conscientiously and attainment and progress are good. The National Literacy Strategy has had a positive effect and pupils at Key Stage 1 now read with discrimination as well as enjoyment. They talk about their favourite books and stories well and read aloud confidently and fluently. Pupils take books home regularly in order to practise reading but, as yet, parents do not contribute to regular reading records although within the school, reading records of progress and attainment are kept meticulously.
76. By the end of Key Stage 2, most pupils are reading easily and talk confidently about their preferences of books and authors. They make good use of school books. The group and class reading activities help to extend the pupils' abilities to develop an understanding of some of the more complex texts. There are two school libraries for Key Stages 1 and 2. A parent is in the process of re-organising and categorising books and helps pupils to select and enjoy the available literature in their library times.
77. At Key Stage 2, attainment in writing is good. The learning support assistants work particularly well with the teachers and pupils so that progress in imaginative writing is good as it is in handwriting itself, grammar and punctuation. Those pupils with special educational needs are very well supported and they enjoy writing and make good progress towards their own goals. All pupils in Key Stage 1 are taught how to write in a clear cursive hand. This results in good presentation of work across the curriculum.
78. At Key Stage 2, while some of the written work is good, both in content and presentation, it is satisfactory overall. There are some inconsistencies and variations between classes. Not all pupils produce sufficient written work in other subjects, such as history and geography, nor are all pupils required to produce neat, legible writing and there is some confusion about when to use pen or pencil. Some pupils write at length and with conviction and imagination, as was seen in the poetry of a Year 3 class. Some unsatisfactory teaching in Key Stage 2, however, reduces the opportunities for pupils to make good progress especially in grammar and spelling.
79. The quality of teaching throughout the school ranges from unsatisfactory to excellent. It is usually good at both key stages but is at its best in Key Stage 1. Here the work is well planned, based on sound subject knowledge and upon the demands of the National Curriculum and the National Literacy Strategy in particular. Teachers have high expectations and use an appropriate mixture of teaching strategies to enable pupils to give of their best.

This is true of most classes at Key Stage 2 but there are some instances where teachers are not well prepared and are insufficiently dynamic to enthuse pupils with a love of literature. In a Year 3 class, however, the pupils were so excited and interested by the teacher's explanation about the penguins in a 'Big Book' that for them, the literacy session ended all too quickly.

80. The quality of the pupils' response to the teaching and learning experiences in English is good. Pupils enjoy their English lessons and are well motivated to learn. They behave well in most classes and acquire good work habits. Pupils co-operate with their teachers and peers and remain on task throughout the lesson. On a very few occasions, towards the top of the school, where the quality of teaching is sometimes less good, pupils become restless and inattentive.
81. The school is fortunate in having a strong and conscientious co-ordinator for the teaching of English. She not only acts as an enabler and adviser for the teaching of English but she has also written pertinent and helpful documentation for all teachers in Key Stages 1 and 2. Since the last inspection, she has made sure that the National Literacy Strategy is well in place and has begun to monitor the quality of teaching as well as the assessment of pupils' progress. She is fully aware of all strengths and weaknesses within the subject and has the close support of the headteacher for the future initiatives.

MATHEMATICS

82. In the 2000 national tests for seven-year-olds, 100 per cent of pupils attained Level 2 or above. This is very high in comparison with the national average. The percentage of pupils achieving Level 3 or above was 50 per cent, which is also very high in comparison with the national average. Pupils performed well in all aspects of mathematics, including number and algebra, shape, space and measures, and using and applying mathematics. When compared with schools deemed to be similar in nature and context, the pupils' performance in the mathematics tests is well above average. In the 2000 national tests for eleven-year-olds, 87 per cent of pupils attained Level 4 or above and 41 per cent the higher Level 5. These figures are well above the national average when compared with all and similar schools.
83. There has been a steady improvement in attainment over the last three years and results for 2000 confirm this trend, with half of the seven-year-olds achieving Level 3 and almost half of the eleven-year-olds achieving Level 5. There is no significant difference in the standards attained by boys and girls. During the inspection, it became clear that those standards were at least being maintained and that a particular strength in the school is the pupils' ability to deal with numbers mentally. There are a number of factors which have ensured such good results. The quality of teaching of mathematics throughout the school is good. At Key Stage 1, it is never less than very good. At Key Stage 2, there are minor variations but it is still effective in ensuring good progression in the skills of numeracy for all pupils, including less able pupils and those with special educational needs. Other factors which have helped to produce these standards include the introduction of the National Numeracy Strategy by a knowledgeable co-ordinator, the effective setting by attainment throughout the school and the purchase of additional commercial resources to support numeracy.
84. Even at this stage in the year, the Year 2 pupils in the higher set and a significant number of pupils in the lower set are working comfortably at Level 2. They understand place value in numbers up to 100 and mentally recall addition and subtraction facts to ten; average and high attaining pupils to 20. The high attaining pupils are beginning to understand that subtraction is the inverse of addition. Their recognition of number sequences is very good, including some pupils who are including odd and even numbers. Many have mental recall of two, three, five and ten times tables. They recognise two- and three-dimensional shapes correctly and know the number of faces and the number of edges. The average and high attaining pupils have developed a range of mental strategies to solve problems using an increasingly wide vocabulary of mathematical terms in the correct context.

85. The pupils of all abilities enjoy mathematics and, in Key Stage 1, the quality of their learning is very good. This reflects accurately the quality of the teaching. All the teachers are very skilful in the management of the three-part session. The mental mathematics sessions are lively and demanding and independent work is planned for the range of attainment, even though the year groups are setted. Additionally, learning support assistants are used effectively with the pupils with special educational needs who make good progress.
86. The recorded work in Year 6 showed that both average and high attaining pupils are comfortably at Level 4 in number and algebra. They understand place value to four digits and the high attainers can use this understanding to multiply and divide whole numbers and decimals by ten and 100. Their mental agility is very good, mentally halving fractions and decimals and using different methods of calculation. They understand the equivalence of fractions, decimals and percentages and reduce fractions to the simplest form accurately. The mental agility which has developed through the school is used well to solve problems in multiplying and dividing two- and three-digit numbers. The high attaining pupils check using approximation. High attaining pupils measure and draw angles to the nearest degree and use the appropriate mathematical language with confidence and accuracy. There is less evidence in the recorded work of handling data, but discussion with pupils showed that they had used a frequency table and have constructed line graphs, sometimes in the science lessons.
87. Although there are variations in the quality of teaching at Key Stage 2, it is never less than satisfactory and is mostly good or better and hence good progress is shown. The good qualities of teaching consistently evident at Key Stage 1 are present here also, notably management and pace, particularly in the mental agility sessions. Planning for the range of ability in the independent work is satisfactory. A particular strength in Year 6 is the high level of teacher knowledge which means that the high attaining pupils thrive on the challenging problems set for them both in class and for homework. As a result, the quality of learning is good. Minor variations are apparent in over-long mental mathematics sessions and low expectations in terms of behaviour and response.
88. The National Numeracy Strategy has been successfully adopted and is consistently delivered throughout both key stages. The school's policy places particular emphasis on the pupils' confidence and pleasure in the subject and this was evident both during the lessons and in discussion with pupils. It also appropriately links the strategy to National Curriculum levels, setting demanding targets for each year. There is also an awareness of the particular needs of pupils with special educational needs. The setting of classes, smaller, lower ability groups and detailed planning, particularly at Key Stage 1, enable these pupils to receive sufficient attention and therefore to make good progress. Assessment and recording are effective. The half-termly record of progress made for each pupil identifies clearly progress made and this, plus assessment using additional tests, enables the teachers to plan accurately.
89. The published numeracy resource is currently supported effectively by a commercial mathematics programme which follows closely the format of the National Numeracy Strategy. The teacher-produced worksheets are used particularly well at Key Stage 1. The use of information and communication technology to support learning in mathematics is under-developed.
90. The school's marking policy sets out the procedures for marking clearly and all the work is marked regularly. However, in some classes, there have been no opportunities for pupils to correct their mistakes, and standards of presentation could be better, particularly at Key Stage 2. The setting of homework is not well established and depends on individual teachers for its effectiveness.
91. The subject is well managed by a knowledgeable and committed co-ordinator who is keen to maintain and improve the current good standards. Attainment in mathematics has improved since the last inspection and the school already exceeds government targets set for 2002.

SCIENCE

92. Pupils' attainment is above what is expected nationally at the end of Year 2 and Year 6. The school has maintained the previously reported good standards at both key stages and the work in practical and investigative science has shown a significant improvement.
93. Analysis of the National Curriculum Key Stage 2 tests in 200 showed that, compared with all schools, standards were average at both the expected Level 4 and the higher Level 5. When compared with similar schools, standards are below average. Trends prior to 2000 reveal that standards are broadly in line with the national average. There was no significant difference in the performance of boys and girls. The 2000 statutory teacher assessments at the end of Key Stage 1, when compared with all and similar schools, showed well above average standards based on the number of pupils achieving Level 2, and with an average proportion of pupils reaching the higher Level 3. Results for 2000 are less good than those for 1999 at the end of Key Stage 2 but have improved at the end of Key Stage 1. The difference between the National Curriculum tests and the findings of the inspection arise because the group of pupils at the end of each key stage being tested was different from those being inspected and the inspection takes account of a wider range of knowledge, skills and understanding than do national tests.
94. In Key Stage 1, the younger pupils show a secure understanding of the sources of light and accurately recall the different light sources they observed during their walk around the school. Higher attaining pupils use appropriate vocabulary, for example dull and bright, when comparing the quality of the light in terms of brightness and colour. Pupils know that food is needed for activity and sort foods into those that are good for us and those that are not. By the end of the key stage, pupils understand that pushing and pulling are examples of forces, and that twisting, squeezing and folding are forces that can change the shape of objects. They recognise and name common materials, such as metal, plastic and wood, and know that materials can change their state when heated. Pupils identify and name the main external features of a flowering plant using correct terms and vocabulary with confidence. Most know that plants need sunlight and water to grow and that different plants and animals are found in the local environment. Pupils successfully undertake investigations on many aspects of their work, for example, finding the warmest place in their classroom. These investigations show that the majority of pupils make predictions, record their findings accurately and clearly and are beginning to understand the principles of fair testing. Scrutiny of pupils' past work shows that their knowledge and understanding of materials and their properties are good. They understand some of the changes that take place when materials are heated or cooled and that some changes are irreversible, for example, a cake cannot be changed back into the original ingredients of flour, sugar, butter and eggs.
95. In Key Stage 2, younger pupils build on their earlier knowledge of materials. They understand that materials can be solids, liquids or gases and that the properties of certain materials make them suitable for different uses, such as glass for the windows and rubber for the tyres in a car. Pupils enthusiastically investigate how shadows are formed, explaining what they observe and some know that force is calculated in Newtons. By the end of the key stage, pupils know metals are good conductors of electricity and investigate the effects of gravity and resistance well. Most demonstrate a well-developed knowledge and understanding of scientific fact and use appropriate scientific terminology when talking about past work. Terms such as 'condensation' and 'evaporation' are used with accuracy and confidence and pupils know that the rate of evaporation increases in a large, black dish placed in the centre of the playground. Pupils plan and record experiments in a logical manner. This was well demonstrated in their investigation to monitor the growth of broad beans under different conditions. Examination of pupils' previous work shows that, by the end of Year 6, the majority make careful predictions, observations and records as part of their investigative work and clearly understand the concept of a fair test.
96. The quality of teaching and learning is good. Occasionally, teaching and learning are very

good and rarely are they unsatisfactory. Most teachers have a secure understanding of the science curriculum and good use is made of experimental and investigative science. However, teachers' planning and a scrutiny of pupils' work show that, although teaching is good overall, there are some weaknesses in current practice which limits the progress that pupils make, especially in Key Stage 2. Too often, pupils in Years 3 and 4, and in Years 5 and 6 are often given similar work regardless of their abilities. Consequently, the progressive development of pupils' skills, knowledge and understanding is limited. Short-term plans do not always provide sufficient detail of how the work is to be matched to the different groups of pupils nor consistently identify clearly what pupils are expected to experience or learn in each lesson. Neither do they make appropriate reference to the levels of attainment that pupils are expected to reach. Consequently, it is difficult for teachers to assess pupils' attainment and progress and set work which is suited to pupils' needs.

97. Where teaching is most effective, the lessons are well planned and the teachers are supported by very good subject knowledge. This enables them to deliver the subject matter confidently, answer questions from pupils correctly and make the relevant teaching points. This was particularly noticeable in a Year 3 lesson on investigating shadows. All teachers provide clear instructions so that pupils know what they are supposed to learn, thereby enabling them to make good progress in the session. Teachers question skilfully to check and extend pupils' learning and to help them express what they want to say. Good examples of this were well demonstrated in the Year 2 end of session discussion where pupils were asked 'Why was the investigation a fair test?' In response, pupils willingly answer questions and often make valuable contributions to class discussions. Time targets are given and pupils respond well, with even the youngest pupils sustaining their interest and effort. Most pupils participate in investigative activities, using materials and equipment with care and confidence. Relationships established in all classrooms are good. Teachers manage pupils well and this promotes a calm learning environment in which pupils enjoy what they do. This has a positive impact on pupils' learning. However, in some lessons, not all pupils are actively involved in discussion and so they become inattentive and a little restless during introductions which limits the progress they can make. The quality of presentation of pupils' work in Key Stage 2 is erratic. Although work for display is carefully presented with meticulous illustrations and labelling, work is generally untidy and poorly presented.
98. The subject is satisfactorily managed by a knowledgeable and competent co-ordinator who is aware of the strengths and weaknesses of science in the school. He is keen to make improvements and has in place a plan to aid this process. There is a useful policy which provides suitable guidance for teachers. However, the current scheme of work provides little support to teachers to ensure that pupils' skills, knowledge and understanding are developed systematically from year to year. Teachers' planning in some classes and pupils' work in experimental and investigative science, have been monitored. However, formal procedures for monitoring teaching and learning of science across the key stages are not fully in place. This was an issue raised by the previous inspection which has not been fully resolved. There is no whole-school agreement as to how pupils' ongoing attainment and progress are recorded and matched with National Curriculum levels. In both key stages, teachers mark pupils' work regularly. However, comments do not always provide guidance to pupils as to how they can improve their work. Information and communication technology is not used well as a tool to support work or to improve presentation in science and limited use is made of homework to enhance learning. Resources are adequate and used well, however with parallel classes delivering science at the same time, resources are limited.

ART AND DESIGN AND TECHNOLOGY

99. There were few opportunities to observe the teaching of art and design and technology during the inspection. Evidence from displays, photographs, pupils' written work and discussions shows that pupils, including those with special educational needs, make good progress and by the end of both key stages, they attain standards that are above expectations for their ages. This represents an improvement since the last inspection when attainment was judged to be in line with national expectations.
100. The constraints of the timetable prevented an inspection of many lessons, but the school had worked hard to display the full range of current work which was examined closely, as were the pupils' sketch books, diagrams and illustrations of their work across the curriculum. In the lessons observed, the quality of teaching was never less than satisfactory and, at times, was very good. In a Year 1 class for example, the teacher introduced the skill of weaving using a good range of teaching strategies. She provided all pupils with clear objectives and then gave the groups precise individual help. The lesson was followed by a demonstration from a visiting professional weaver. She enriched the young pupils' learning experiences about natural materials and how they are used in daily life. In a Year 6 class, the teacher wisely used the professional expertise of a class assistant to demonstrate perspective and shading in observational drawing. Again, this was a good lesson where the pupils benefited from a good quality of teaching, organisation and educational provision.
101. The pupils' response to art and design and technology lessons is good. Pupils are interested in the work and are attentive to the tasks and maintain satisfactory concentration. They use tools with care and dexterity and work together to create wall designs and pictures which, for example, describe some of the stories they have heard, such as 'The Hungry Caterpillar' and 'Noah'. When working alone, pupils enjoy the work and want to do well. The 'pop-up' books, pattern work, paintings and observational drawings all show that pupils achieve well and are making good progress.
102. Resources are adequate and pupils learn to share and co-operate with each other while using equipment and working on art or design projects. The timetable prevents a flexible use of materials as, too often, art and design and technology lessons occur together. However, pupils share resources sensibly and all experience a range of art including clay, modelling with man-made materials and painting. The school is made particularly attractive and welcoming with the display of pupils' art and design work. The pupils themselves take a pride in showing their own work to visitors.
103. These curricular areas are well led and organised by the co-ordinators and both have plans for constructive development for the next two years which they share with all staff.

GEOGRAPHY

104. Standards in geography have remained the same since the last inspection. At Key Stage 1, these are above those expected nationally and at Key Stage 2, these are in line with national expectations. Pupils at Key Stage 1, including those with special educational needs, make good progress. Pupils at Key Stage 2, including pupils with special educational needs, make satisfactory progress.
105. The work at Key Stage 1 concentrates appropriately first on the local area, 'Around Our School', broadening to a study of the island home. The use of 'Barnaby Bear' and associated national guidance are used well to help the pupils understand their lives in the broader context of the world. Although no geography lessons were observed at Key Stage 1, displays in the classroom and work in topic folders show that the Year 2 pupils have an awareness of places beyond their own locality. They use this information to ask and answer questions such as 'How far did Barnaby Bear travel?'

106. Throughout Key Stage 2, pupils' progress is steady and good use is made of the optional national guidelines. Pupils study the locality and the possible effect of changes in the local area, answering the questions 'How can we make our local area safer?' and 'Should the High Street be closed to traffic?' Other topics include 'The Mountain Environment' and 'Investigating Rivers' and these appropriately focus on physical and human processes. They also focus on the effect of these on the lives and activities of people living there.
107. The subject is in a state of transition. Although the progressive acquisition of geographical skills and vocabulary are satisfactory, they could be better. This was well illustrated in a lesson in Year 6. The pupils of all abilities had not had sufficient practise in geographical skills and they found it difficult to explain accurately, using geographical language, the contrast in the population density between Ashburton and Hungerford. Neither did they have an understanding of the interpretation of Ordnance Survey maps.
108. The subject action plan devised by the knowledgeable and enthusiastic co-ordinator points the way forward clearly. Particularly relevant will be the monitoring of the optional national guidelines, which will include the checking of lesson objectives and ensuring that they are achieved by examples of pupils' work from the full range of ability. A portfolio of pupils' work already provides an indication of progress. This is used to offer appropriate support to those teachers who need guidance in the precise planning of geographical objectives for the full range of ability within the classes. The current review of the co-ordinator's role is fundamental in this process.
109. What has already been achieved by the co-ordinator is significant; a brief but succinct policy document which includes improvements in assessment and recording; a list of well organised and accessible resources which are adequate, with the exception of a range of maps of different scales. A focus is an improvement in the school environment and its use as an educational facility; this is of particular interest as it divides the school into teams with specific responsibilities, for example, Year 6 has the herb and garden area.

HISTORY

110. At the time of the previous inspection, pupils' standards were in line with national expectations at the end of both key stages. This continues to so at the end of Key Stage 2. In Key Stage 1, attainment has improved and the pupils currently in Year 2 are making good progress. The attainment of pupils in the first term in Year 3 is good.
111. There is a direct correlation between these results and the quality of teaching observed during the inspection. In the lessons observed in Years 1 to 4, the quality of teaching was never less than good. Key factors in all the lessons were the enthusiasm and knowledge of the teachers. This ensured that the pupils enjoyed their history lessons. As a result, they listened attentively and worked hard.
112. The recorded work at Key Stage 2 shows that the units of study have been covered conscientiously and in line with National Curriculum requirements. It is also apparent that history is taught as a discrete subject with a sound awareness by teachers of the importance of the acquisition of knowledge and chronological understanding. Historical interpretation and enquiry are less well represented at Key Stage 2 in the recorded work.
113. During Key Stage 1, the pupils' understanding of the sequence of time is developed well through a study of artefacts, in this case 'clothes'. In a lesson in Year 2, all language was well developed as the pupils gathered around the teacher to look at a range of garments. Through discussion and observation, they decided which were old and then considered the function of the garments. The teaching objective was clear – the placing of objects according to age and observing and handling of artefacts with care. The plenary session successfully fulfilled these objectives as the pupils pointed out the characteristics of the garments which showed their age and use. The joint planning by the teachers in Key Stage 1, effectively led by the history

co-ordinator, has ensured that there is progression in the teaching and all pupils in this stage, including those with special educational needs, make good progress.

114. Knowledge and understanding are consistently taught throughout Key Stage 2 and in Years 3 and 4, the influence of the new national guidance is evident. Here, through questioning, the teaching clarifies for the pupils the concepts of monarchy, power and authority. All very demanding concepts which, on the whole, the pupils understand. These lessons represented an extension of the approach to the teaching of history which is increasingly focused on interpretation. Additionally, in these lessons, portraits of the monarch and role-play were used effectively to sustain the pupils' interest. However, there was little evidence of progression in the planning, as both Years 3 and 4 attempted the same work.
115. These lessons illustrate the major weakness in the teaching of history at Key Stage 2. Considerable content has been covered in the past and the policy clearly outlines the future. Discussion with the pupils showed that most enjoyed history lessons. However, although the factual knowledge of higher attaining pupils was good, they had had too few opportunities to record, select and organise historical information. The use of information and communication technology sources is undeveloped.
116. The co-ordinator is most effective in Key Stage 1, where she teaches. Here, her love of the subject has transmitted itself to all the teachers within her direct influence. At Key Stage 2, her influence is less evident, although she has made considerable efforts to provide teachers with resources to support Curriculum 2000. It is timely therefore, that her role is to be extended in order that she will be able to ensure more effective progression in the aspects of historical teaching which are weakest.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Information and communication technology (ICT) was a key issue in the previous inspection report in terms of the low standards achieved by pupils. National Curriculum requirements were not met and progress was unsatisfactory because pupils were not given a sufficiently broad experience. Since then, the school has made good progress. An ICT suite has been established, the optional national scheme of work has been adopted and teachers' confidence is improving. As a result, standards by the end of end of Year 2 are above national expectations and are in line with those expected by the end of Year 6. However, pupils still have limited planned opportunities to use computers to support and enhance their learning in other subjects and this affects their attainment and progress as they move through the school.
118. In Key Stage 1, the youngest pupils learn how to control the movement of a floor robot along a particular route using a sequence of commands They learn about the uses of a digital camera and many know that there is a sequence of four actions to record and play a recording on a tape recorder. Pupils confidently produce simple block graphs of the data they collect about pets and competently use a paint program to draw the setting of their big book 'Two Feet'. By the end of the key stage, many pupils are confident users of computers. They log on and off the computer, skilfully use the mouse for pointing, selecting, dragging and moving items around the screen and print and save their work without adult support. Pupils show familiarity with the icons on the screen and the keyboard functions, such as the 'return key' for a new line and 'caps lock' for a capital letter. In word processing work, they use simple tools such as, the 'space bar' and 'delete', to correct and present their work. Pupils successfully use a graphics package to draw pictures of animals and compare their methodology with the traditional method of creating pictures.
119. In Key Stage 2, younger pupils learn to construct graphs and understand that bar and pie charts are used for different purposes. As pupils move through the school, there is some extension of the work on word processing. They become a little more sophisticated about what they do with the appearance of text. For example, they successfully delete and insert

letters and easily change the font, size and colour to enhance their work. Most save, amend and print their work independently. By the end of the key stage, some pupils have well-developed skills in ICT and use the computers with great confidence. They know the difference between accessing information from a hard disk and CD-ROM programs which they successfully use to extract information linked to their topic. Pupils skilfully merge text and graphics. They construct databases and spreadsheets to record food for a party and present their findings. In discussion with them, it was clear that pupils understand that computers use text, pictures and sound to convey information and many use appropriate technological language to talk about their past work. Examination of pupils' work showed that computers have yet to make a significant impact on pupils' learning in all subjects of the curriculum.

120. Teaching and learning of ICT in both key stages are good. All pupils, including those with special educational needs, make good progress due to the good teaching they receive and the very good resources available. The computer suite is a valuable resource and has had a highly significant impact on progress, as pupils have regular access to good quality programs and equipment. All teachers have at least a sound knowledge of the subject and are growing in confidence, which is reflected in their work with the pupils. In the most effective practice, high standards of work and behaviour are promoted and, as a result, pupils respond by working hard and learning well. This was well demonstrated in the Year 3 lesson on altering text for effect and interest. The teacher gave precise instructions and introduced correct vocabulary very systematically which ensured that pupils knew how to use different fonts, colour and size to make words such as, 'red', 'green', 'grow' and 'rainbow' more effective. Help was given to pupils who struggled, and pupils were paired to make sure that all could access the work. Pupils clearly enjoy ICT, especially when using computers in the suite. They are highly motivated and have very good attitudes towards learning. When working in pairs, pupils learn to share ideas and help each other to use the computer. This contributes well to their attainment. They confidently ask questions of their teachers, understand about taking care of equipment and do so responsibly.
121. The subject co-ordinator is new to the post but it is evident that he has appropriate ideas for the development of the subject. He manages the subject well and offers advice and support to colleagues in planning and teaching. However, monitoring of teaching and learning has still to be established in order to identify precisely where support of teaching is required. The range of hardware is excellent, with each pupil having access to their own computer in the computer suite and other, sometimes older, computers available in some classrooms. However, the use of the classroom computers is not as well planned by all teachers as those in the suite and some of them are not used as effectively to support learning. The next area planned for improvement is the ongoing assessment of pupils' skills and progress. This is currently unsatisfactory and rightly identified by the co-ordinator as an area of development. The school has ordered materials to support this initiative.

MUSIC

122. By the age of seven and eleven, the majority of pupils attain standards that are in line with national expectations and progress is satisfactory. Standards have been maintained since the earlier inspection. It was not possible to observe music lessons in every class but some music was also inspected at each key stage, in assemblies, in singing practices and in recorder classes. While there are some good and some very good pockets of musical experience provided for pupils, the subject remains under-developed since the last inspection. Opportunities are missed to introduce pupils to music other than in lesson times. In assemblies, for example, music, apart from singing, is conspicuous by its absence. On one day of the inspection at assembly, when a piece of music by Mahler was used to create the mood of sadness at the suffering brought about by war, the pupils listened with rapt attention. The music was effective and pupils were able to describe the mood and feelings which it evoked.
123. The quality of teaching ranges from excellent as seen in a Key Stage 1 class to unsatisfactory

towards the top of Key Stage 2. Not all teachers are sufficiently knowledgeable about what the pupils need to learn about pitch, notation, listening to and appraising music. Although a scheme of work is in place, it does not provide sufficient guidance for teachers when planning. As a result, continuity and progression are limited overall. Progress is good in lessons where clear objectives and good teacher knowledge ensure a lively pace with full pupil participation. The school is aware of the need for a helpful scheme of work and is in the process of incorporating one into the school documentation.

124. The quality of pupils' response directly mirrors the quality of the teaching. Where the good opportunities occur, pupils respond by singing tunefully, by keeping time and using percussion instruments sensitively. Some pupils join the choir and recorder clubs which enrich their musical experience and several pupils benefit from brass and woodwind instruction from a peripatetic music teacher.
125. The role of the co-ordinator for music is developing. At present she acts as a good adviser, organiser of resources and as piano player for the accompaniment of songs in assemblies. Resources are adequate. They are well stored in the separate music room but will need addition as the school broadens its music curriculum to include more music from other times and continents.

PHYSICAL EDUCATION

126. By the end of Key Stage 1, the standards pupils attain exceed expectations for this age group. By the end of Key Stage 2, pupils attain standards which are in line with expectations. This is an improvement in Key Stage 1 and the same judgement as at the time of the last inspection in Key Stage 2. The school has maintained its good provision for physical education since the last report. Further evidence has been obtained from examination of teachers' planning, other documents and discussion with the headteacher and the previous co-ordinator.
127. Overall, the quality of teaching across the school is satisfactory. It is better in Key Stage 1 than in Key Stage 2. Physical education is well taught to all pupils in Key Stage 1 and they are acquiring a very good range of physical skills. This has a positive impact on the pupils' learning. Pupils, including those who have special educational needs, achieve well and make very good progress when taking account of their prior learning. The very good and sometimes excellent teaching ensures that they build successfully on what they already know and can do. There is a clear emphasis on safety. Pupils understand the necessity for warm-up and cool-down routines and carry them out conscientiously and enthusiastically. Good provision is made by the teachers for the pupils to evaluate their performances and those of others. This is handled skilfully and sensitively, which results in a positive response from the pupils in their criticisms when they consider the improvements to be made in their work. In Year 1, the good teaching enables the pupils to learn how to use the apparatus carefully and safely. This is successfully built upon in Year 2 through the excellent teaching as pupils perform a very good range of physical activities that show an understanding of different body-shapes, balance, levels, directions and use of space. They show an awareness of their body through making curled and stretched shapes and are creative in their interpretation of ideas. Teachers intervene appropriately to emphasise key skills and often demonstrate what they want pupils to do, as was seen in a Year 2 class lesson. In a very good dance lesson in Year 1, pupils effectively developed their understanding of shape, space and speed and contributed some very good ideas about the picture they imagined when they listened to a piece of music. One pupil described his thoughts about a rocket as *'They go really, really fast and then they bang...'* At Key Stage 2, the overall satisfactory quality of teaching steadily builds on the skills acquired in Key Stage 1. In Year 5, pupils make satisfactory progress in improving their techniques of balance by demonstrating them individually and as a group of three. Pupils in Years 5 and 6 practise to improve their ball skills to help them play football. They put their skills into immediate effect in a practice game. They progress satisfactorily and play by the rules.

128. The majority of pupils demonstrate their enjoyment of physical education activities by responding positively and generally behaving well in lessons, particularly in Key Stage 1. This reflects a good level of concentration and the well-organised and planned sessions which keep the pupils focused on what they are learning. However, there were some instances of silliness and lack of self-control in Years 5 and 6, largely due to over-excitement. Pupils work very well in groups while engaged in games or gymnastics.
129. The physical education curriculum is broad and provides access to competitive games. Currently, the school is without a co-ordinator. The subject is being covered by the newly appointed headteacher. The scheme of work is being reviewed to take account of the new curriculum. There is no system of assessment to record pupils' progress. The school is very well provided with a good range of equipment that is carefully stored and easily accessible. It is well served with very good outdoor accommodation and a swimming pool that greatly enhance the subject.

RELIGIOUS EDUCATION

130. Pupils at the end of both key stages meet the expectations of the locally agreed syllabus. This is the same judgement as at the last inspection. Analysis of pupils' past written work reflects the same standards. Pupils develop a sound knowledge of the practices of major world religions with an appropriate emphasis given to the study of Christianity. Pupils of all ages, including those who have special educational needs, make good progress in religious, moral and social understanding. Judgements have also been based on additional evidence from scrutiny of pupils' past work, discussion with staff and examination of displays of pupils' work throughout the school. The provision for religious education has been well maintained since the last inspection. The weakness highlighted in the previous report has been addressed. For example, teachers' subject knowledge is more secure and no unsatisfactory teaching was observed throughout the school during the inspection period.
131. Pupils' work reflects good progress in developing positive attitudes towards relationships and values through discussions about special moments and special people in their lives and how they are tempted. Pupils in Year 2 make good progress in their learning about the importance to Muslims of the festival of Eid through the very good teaching they receive. The pupils were enthralled by the stimulating use of a beautiful prayer mat, interested to hear about the Eid cards and the way the people dress and were engrossed in the making of sweets using the raw ingredients. Evidence from pupils' past work in Year 2 shows that they are beginning to understand the beneficial effect that the need for caring and sharing with others has on their lives. In Year 3, pupils effectively use their religious knowledge to make simple comparisons between the way we live today and how people lived in Biblical times. For example, *'In Biblical times water was collected from a spring and carried on their head in a jar, while today we get water from a tap'*. In Years 3 and 4, pupils thoughtfully contribute their views about how they are tempted to do something that could hurt other people. Analysis of pupils' work in Years 5 and 6 shows that they are acquiring a suitable understanding of similarities and differences among religions through, for example, comparing different accounts of creation. In Year 5, pupils have a basic knowledge of Hinduism and understand the importance of Krishna in the lives of Hindus through the clear outline presented by the teacher. This theme was further developed in Year 6 where the pupils saw the importance of the god Vishnu to Hinduism. The curriculum is further enhanced by visits to a local church. Currently, no visits are planned to places of worship of other world faiths to further develop the pupils' multicultural understanding of religion.
132. The majority of pupils are well behaved and attentive during lessons. They listen very well to the story telling as was seen in a Year 3 class when the teacher effectively told a story to reinforce the pupils' understanding of the concept of temptation. Pupils show respect for other people's belief and culture, for example, when listening in assembly to the headteacher talking about racial discrimination that occurs throughout the world and when participating in a lesson in a Year 2 class about the Muslim festival to celebrate Eid. Relationships with teachers are

good.

133. Overall, the quality of teaching is good across the school. On occasion, teaching is very good and it is never less than satisfactory. In very good lessons, class activities are well matched to pupils' different levels of ability, thus providing challenge and high expectations. Resources are very well prepared and used successfully to stimulate the pupils' interest. All teachers have at least sound subject knowledge that is effectively communicated to pupils and increases their understanding. This is an improvement since the last inspection. They have good interactions with pupils and make good use of questioning to encourage them to develop their thoughts and keep them focused and interested in what is being discussed. The use of collective worship and lessons on personal, social and health education effectively reinforce pupils' understanding and their spiritual, social and moral development. These make a good contribution to religious education. Pupils' individual needs are met and the teachers' caring approach builds up pupils' confidence and self-esteem. The teaching of religious education makes good contributions to pupils' literacy skills. Recording of information in lessons often involves, for example, sequencing events in the story of the flight of Joseph and Mary into Egypt, as was seen in class-books in Year 3, while older pupils in Years 5 and 6 are encouraged to write about their hopes for the new millennium and also record their knowledge through writing poems about some natural wonders of the world. This is illustrated by,

*'New born animals scuttling around and a kitten looking for milk,
All the animals running about and a worm producing his silk
Tulips and roses and dandelion, ooh
Forget-me-nots, daffodils, a bunch for you'.*

134. At the time of the inspection, the management of religious education is being undertaken by the newly appointed headteacher. Teachers' planning is usefully supported by a scheme of work that is suitably linked to the requirements set out in the locally agreed syllabus. However, there is no provision for assessing pupils' progress in the subject. The school has not yet developed a scheme of work to take account of the different age groups in order to ensure that planning systematically builds on pupils' learning as they move from year to year. Satisfactory use is made of resources. The school is well resourced with books and boxes of artefacts from different religious cultures to enhance pupils' learning.