

INSPECTION REPORT.

**ALL SAINTS CHURCH OF ENGLAND
(AIDED) PRIMARY SCHOOL**

Didcot, Oxfordshire

LEA area: Oxfordshire

Unique reference number: 123228

Headteacher: Ms S. Mantell

Reporting inspector: Mrs S. E. Hall
21750

Dates of inspection: 27th - 31st March 2000

Inspection number: 191381

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3-11

Gender of pupils: mixed

School address: Tamar Way
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Appropriate authority: Governing Body

Name of chair of governors: Mr M. Walker

Date of previous inspection: 20th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs S E Hall	Registered inspector	Art Physical education	The school's results and achievements How well is the school led and managed What could the school do to improve further
Mrs S Stevens	Lay inspector		Pupils' attitudes and values How well does the school care for its pupils or students How well does the school work in partnership with parents
Mr A Ford	Team inspector	Science Geography	English as an additional language. How well are pupils taught
Mr R Coupe	Team inspector	Mathematics Music	Equal opportunities. How good are the curricular and other opportunities offered to pupils
Mrs D.Crow	Team inspector	English. Design and technology.	Special educational needs.
Mrs M Forsman	Team inspector	Information technology History	Under fives.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints School is situated on the urban edge of Didcot in Oxfordshire. The school opened in 1993 and serves an area of modern properties, mostly privately owned. The majority of children attend the school nursery from the age of three or four, with 26 children in the morning and 26 in the afternoons. The children attend as full time pupils from the beginning of the term following their fifth birthday. Assessment information indicates that the attainment of children on entry to full time education is above the national average.

The school is much larger than average, with 364 pupils currently on roll. There are 170 boys and 192 girls on roll in the main school aged from 4 to 11. The percentage of pupils known to be eligible for free school meals (6.3%) is below the national average. The proportion of pupils identified as having special educational needs (13.3%) is below the national average and there are three pupils with statements of special educational need. There is a very small proportion of children from ethnic minorities with no pupils receiving support for English as an additional language.

In addition to the nursery, there are 11 classes, most of which are mixed age classes. The school was built as an open plan school with its own purpose built nursery and it is currently undergoing a programme of re-modelling to provide separate classrooms.

HOW GOOD THE SCHOOL IS

This is an improving school, which provides a satisfactory standard of education which enables pupils to develop good attitudes to learning. Behaviour is good and in most subjects pupils make good progress. The standard of teaching is good as is the overall quality of leadership and management. Standards of attainment are mostly average and the school gives satisfactory value for money.

What the school does well

- Teaching is good overall, with a significant proportion of teaching that is very good;
- The school promotes good attitudes and behaviour and creates very good relationships;
- The provision for pupils spiritual, moral and social development is very good;
- The school cares for pupils well and pupils' academic and personal achievement is effectively monitored;
- There are mostly good links with parents and the community which benefits the pupils' progress and the quality of information provided for parents is very good;
- The management of the school is very good. The headteacher gives strong leadership and offers clear educational direction;
- The shared commitment to improvement and the school's capacity to succeed is very good. Very good teamwork is a strength in the school.

What could be improved

- Standards in mathematics at the end of Key Stage 2;
- The quality of pupils' writing at Key Stage2;
- The presentation of pupils' work and the quality of the marking of pupils' work;
- Pupils' research and library skills;
- Pupils' access to computers to support their learning across the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Following its previous inspection in January 1997, the school initially made reasonable progress in addressing the issues for improvement. However, in the current academic year the school has made better progress and the rate of improvement in identifying weaknesses and working with resolve to remedy them is now good.

The school has undergone a period of significant development, change and upheaval following the sudden and rapid increase in the number of pupils admitted to the school. The school has had a very mobile population with a significant number of pupils having several changes of home and school. In the current academic year the school has had a more settled school population and staff team. There has been significant improvement in the quality of teaching which is having a beneficial effect on the progress made by many pupils. The school has recently made many improvements in the use of assessment information to track the progress made by all pupils.

In the previous inspection the school was required to make improvements in six main areas. These included the need to improve the quality of pupils' writing, including handwriting, presentation and spelling. Whilst there have been some improvements in these areas in Key Stage 1 there has been limited progress made in Key Stage 2 and this remains an area for improvement. The school was also required to develop and implement schemes of work and improve co-ordination of the work in both key stages and this has now been done. There was a further need to improve attainment in design and technology and increase the use of information technology. This has mostly been achieved.

The school was required to implement its marking policy more consistently. Whilst this has partially been addressed the improvements made are inconsistent. The school was also asked to develop the use of homework to reinforce what is learned in school and has made satisfactory improvements in this area. The accommodation has been improved by developing some quiet working areas and by clarifying joint use arrangements with the community centre.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	B	C	E
Mathematics	D	C	E	E*
Science	D	C	D	E

Key

well above average A

above average B

average C

below average D

well below average E

Assessment information indicates that in relation to schools with similar characteristics in the 1999 National Curriculum tests at the end of Key Stage 2 standards in English, mathematics and science were well below average, with attainment in mathematics (E*) being amongst the lowest 5% in the country. Trends in attainment indicate that attainment in English has been slightly better than in science, which in turn has been slightly better

than in mathematics, but in all three subjects attainment fell in 1999.

Until the current academic year the school did not make full and detailed use of assessment procedures or use the available assessment data to track the progress made by pupils on a continuous basis. This has made it very difficult for the school to be aware of issues of under-performance. School information shows that in most Key Stage 2 year groups there has been a high proportion of pupils having changes of home and school to adjust to. Several pupils entered the school very shortly before the National Curriculum tests were undertaken and had little time to adapt to changes, or for the school to identify where support may be needed. Over the past two years, a number of temporary teachers were employed to support the new pupils and together with the slow development of assessment procedures, this meant that the teachers' expectations of pupils were not always consistent. However, in the past two years the school has introduced the National Literacy and Numeracy Strategies effectively. In the current academic year the school has undertaken rigorous self-assessment procedures, identified areas of concern and worked with resolve to make improvements.

Inspection findings are that there have been recent improvements in the quality of pupils' learning. Attainment at the end of Key Stage 2 is average in English and science but whilst it has improved, it still remains below average in mathematics. Progress in all these subjects is good. In all other subjects, including information technology pupils are doing as well as expected by the age of 11, except in music where attainment is above average. There are appropriate school targets for 76% of pupils to achieve Level 4 or above in English and 69 % to achieve Level 4 in mathematics in the Year 2000, rising to 76% and 74% in 2001.

Whilst the progress made by pupils in Key Stage 1 is now good due to the good quality of teaching, progress over a longer period of time, especially in Reception and Year 1 has been slower. By the end of Key Stage 1 the attainment of pupils in reading, writing and mathematics is average and the current progress made is good in these subjects. Attainment in all other subjects is inline with expectations for this age except in art, music and physical education where attainment is above average.

Children make good progress in the nursery and overall attainment is above average. The vast majority of children have achieved the nationally recognised Desirable Learning Outcomes and are at National Curriculum level by the time they enter the mixed Reception and Year 1 classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to their learning and enjoy coming to school.
Behaviour, in and out of classrooms	Good. Pupils behave well in and out of the classrooms. Most pupils have good levels of self-discipline.
Personal development and relationships	Good. Pupils work well together. Relationships between pupils and with adults are very good.
Attendance	Good. Pupils arrive punctually. A small proportion of families take holidays in term time, which affects the progress made by some pupils.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
89 lessons seen overall	Good	Good	Good

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

The quality of teaching throughout the school is good with a significant proportion being very good. During the inspection 3% of teaching was excellent, 12% very good, 67% good and 17% satisfactory. None of the teaching was unsatisfactory. The quality of teaching has significantly improved from the previous inspection when 20% of lessons were good or better.

The best teaching is seen in Year 2 where more than 60% of the lessons observed were very good or excellent. The teaching seen in the nursery was good and has made a significant impact upon the quality of learning of the youngest children in school. Teaching in the rest of the school is mostly good, though with a lesser proportion of good teaching in the Reception and Year 1 classes than in other parts of the school.

The teaching of English, mathematics science and information technology in the lessons observed was good. The quality of teaching of literacy skills is having a beneficial effect on the quality of learning across the curriculum. The teaching of numeracy skills is satisfactory, although the teaching of mental mathematics activities is not as effective as in other areas of mathematics. Teachers have good subject knowledge in the core subjects of the curriculum and plan work well to match the needs of pupils who make different rates of progress. The needs of higher attaining pupils are met through group teaching arrangements of older pupils based upon the levels of achievement. The teaching of pupils with special needs is good and supports the progress that pupils make.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The breadth and balance of the curriculum is good. The curriculum for children under five is very good. The range of extra curricular activities is very good.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are given good support, which is helping lower achievers to improve their standards.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. The quality of provision for pupils' spiritual, moral and social development is very good and is a strength of the school.
How well the school cares for its pupils	Good. There are good procedures for supporting the welfare of pupils and promoting good behaviour. Assessment routines have recently been established but are not fully effective for establishing the attainment of children on entry to the nursery.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, senior staff, curriculum coordinators and teachers all undertake their responsibilities extremely conscientiously. Staff share a notable commitment to school development and the raising of attainment.
How well the governors fulfil their responsibilities	Satisfactory. The Governing Body is committed to supporting the school and fulfils its responsibilities. Governors are developing the role of critical friend to the school by holding it to account for the decisions made including recent attainment that was lower than average.
The school's evaluation of its performance	Good. The school has recently extended assessment procedures and the monitoring of teaching, planning and learning. The school evaluates its performance using appropriate criteria and applies the principles of best value to financial planning.
The strategic use of resources	Good. Staffing, accommodation and resources are used well to meet the needs of pupils. Support staff are well deployed and contribute to raising standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most parents are satisfied with the standards of work that pupils produce. • Parents feel that the support offered to pupils, including those with special educational needs, is good. • Parents feel the school encourages the pupils to have positive attitudes and good behaviour. 	<ul style="list-style-type: none"> • Several parents do not support the organisation of mixed age classes. • Parents have mixed opinions about the amount and quality of homework undertaken. • Several parents are critical of the quality of leadership in the school and feel that their complaints and suggestions are not well handled.

The inspectors agree with the positive comments of parents and whilst appreciating parental concerns over mixed aged classes note that the schools' admissions number makes it difficult to organise single aged classes. The quality and quantity of homework is appropriate and staff and governors in management positions attempt to listen and react appropriately to the very widely varying opinions of parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The children's attainment on entry to the nursery is broadly average with some strengths in personal and social development. In accordance with the local authority's expectations, the school carries out formal baseline assessment within a month of the children beginning full-time education. These assessment scores are above national averages, but refer to children who are over five years of age and some as much as five years and four months. For the majority of children the results reflect their comparative maturity and at least three terms of good quality nursery education. Children make good progress in the nursery and overall attainment is above average. The vast majority of children have achieved the nationally recognised Desirable Learning Outcomes and are at National Curriculum level by the time they enter the mixed Reception and Year 1 classes.
2. In recent years the school has had a very fluctuating population. The school serves an area of predominantly new housing with pupils arriving with a wide variety of previous educational experiences. Some children have had more than one change of home and school in a short period of time. A considerable number of pupils arrived in school close to the time of taking the National Curriculum end of key stage tests. A large number of pupils attended this school as a temporary arrangement prior to the opening of a new local school. This made the organisation of planning, teaching and learning difficult and made it hard for the school to ascertain the extent of pupils' knowledge or provide support where necessary. End of key stage assessment information indicates considerable fluctuation in the attainment of the groups of pupils taking the tests.
3. In the 1999 end of Key Stage 1 tests, attainment in reading, writing and mathematics was average when compared to schools nationally. However, when compared to schools with similar characteristics attainment in reading and writing was below average and in mathematics it was well below average. Attainment was similar to that in 1998 but had fallen from higher levels of attainment seen in 1997.
4. In the 1999 end of Key Stage 2 National Curriculum tests, pupils' attainment was average in English, below average in science and well below average in mathematics. Compared to schools with similar characteristics the attainment of pupils in English and science was well below average and attainment in mathematics was amongst the lowest 5% in the country. The school was very disappointed with the levels of achievement indicated by the end of key stage assessments and set to work with determination to improve these standards.
5. In the current academic year the school has undertaken rigorous self-evaluation procedures with the specific intention of identifying and remedying the issues of under-achievement. The school has worked very hard to improve assessment routines and the use of information to ensure that planning meets the needs of pupils who make different rates of progress. The school has introduced teaching based upon the National Numeracy Strategy and consolidated work on the National Literacy Strategy. The senior management team and subject co-ordinators have also extended the opportunities for the monitoring and evaluation of planning, teaching and learning. This has led to substantial improvements in the quality of teaching from the previous

inspection. All of these initiatives have helped to improvement current standards.

6. Inspection findings are that by the end of Key Stage 1 attainment in reading, writing and mathematics is in line with national expectations. There are no significant differences in the attainment of boys and girls. All pupils, including those with special educational needs, English as an additional language, and gifted and talented pupils, make good progress. Staff with responsibility for special educational needs plan to meet the needs of pupils carefully. The school is part of a research project identifying and supporting pupils with specific talents. These roles are undertaken very conscientiously and the school is making good use of assessment information for such work.
7. There have been significant recent improvements in the attainment of pupils in Key Stage 2. Inspection findings are that by the end of Key Stage 2 the attainment of pupils in English and science is average. However, whilst there have been marked improvements in the standards of mathematics, the attainment of the majority of pupils remains below average. All year groups in school for the first time in the school's development now have relatively settled cohorts of pupils. The school has set targets for attainment for 76% of Key Stage 2 pupils to attain the expected level in English and for 69% to attain such levels in mathematics. Whilst these targets are quite challenging many pupils are on line to achieve the targets identified for them and the school is making good progress towards reaching its targets.
8. Pupils in the three parallel mixed Reception and Year 1 classes make satisfactory progress overall although the pace of their progress drops slightly from the good levels of progress made in the nursery. Baseline assessments are carried out in the first term in Reception in the term following the pupils' fifth birthdays. The pupils are slightly older when they are tested than pupils in many other areas and this make direct comparisons with other test information difficult.
9. In Year 2 pupils often make very good progress due to the very good quality of teaching in the two Year 2 classes in all subjects. These two classes are the only ones in the school with a single year group of pupils and the school is anxious to establish if the very good progress made is consistent with the single age grouping of the pupils.
10. In the three mixed Years 3 and 4 classes pupils currently make good progress, as do those pupils in the three mixed Year 5 and 6 classes. In recent years these year groups have been the ones with the largest proportion of pupil mobility and with staffing arrangements being temporary. During this academic year there has been a re-organisation of teaching into three, from four, mixed Year 3 and 4 classes. This has led to some parental concerns but the current arrangements are suitable and ensure good quality teaching for these pupils.
11. Throughout the school pupils are currently making good progress in English. In Key Stage 1 pupils' skills in speaking and listening are above average. Most pupils in both key stages make good progress in reading and are able to use a range of strategies to tackle unfamiliar words. Guided reading activities have a positive effect upon standards in reading and comprehension. Whilst progress in writing has over time not been as good as progress in reading this is improving, and in Key Stage 1, pupils make good attempts at spelling and the use of punctuation. However, in Key Stage 2, pupils have a more casual attitude to writing and do not consistently apply the skills they have in writing, and make careless mistakes. The school has introduced the National Literacy Strategy well and it is having a beneficial effect on standards.

12. Progress in mathematics is good in both key stages. In Key Stage pupils enjoy number work, especially mental mathematics. They use standard and non-standard measures and have a satisfactory understanding of place value. In Key Stage 2, whilst attainment is below average, the progress made in the lessons observed is good and standards are rising. Mental mathematics skills are average but the rapid recall of number operations is not yet sufficiently developed. The numeracy hour is improving the standards of pupils' mental recall.
13. Standards in science and information technology are average and the progress made in both subjects is good. Teachers have good subject knowledge in science and, whilst subject knowledge is more variable in information technology, the school has prioritised the subject for recent development and standards of attainment and progress are improving.
14. Standards are average in both key stages in all other subjects including history, geography, design and technology, and in Key Stage 2 in art and physical education. Standards in music across the school and in art and physical education at Key Stage 1 are above average. In all subject pupils make progress that is at least satisfactory and often good.
15. Since the last inspection standards in writing have improved from below average to average, but standards in mathematics have fallen at the end of Key Stage 2. Standards in design and technology have risen from below average to average. In most other subjects attainment is generally close to the levels seen in the first inspection.
16. All pupils on the school's special educational needs register are set appropriate targets for improvement which are reviewed regularly. Pupils throughout the school make good progress towards the targets set for them.

Pupils' attitudes, values and personal development

17. Pupils' attitudes, values, behaviour and personal development were reported as good at the previous inspection. These standards have been well maintained. Children in the nursery show positive attitudes to school and are clearly happy to be there. They learn with pleasure. Pupils are interested in their work and enjoy their lessons, for example pupils were disappointed when a Year 5 and Year 6 mental arithmetic warm up session at the beginning of a numeracy lesson had to finish. This involvement in such activities has a positive impact on the rate of their learning and the standards they reach. Pupils show an enthusiasm for school, concentrate well in lessons and participate well in question and answer sessions. Pupils and teachers exchange views and share opinions in a friendly, cheerful and respectful manner. The views of parents at the inspection meeting confirm that children are encouraged to recognise each other's achievements and care about others, taking responsibility for their own actions.
18. Relationships are very good amongst staff and pupils and amongst pupils themselves. Children under five are encouraged to socialise and collaborate from their entry into the nursery. Pupils' self-confidence is encouraged, for example during plenary sessions, when they discuss and evaluate their own efforts and those of their peers. Daily assemblies reinforce a respect for the feelings of others, for values such as friendship and for exploring aspects of belief.

19. The behaviour of the majority of pupils, including those in the nursery, is good and has a direct impact on the quality of life in the school. The community is an orderly, generally calm, purposeful place where teachers and other adults set good role models. There are high expectations of good behaviour and thoughtfulness for others. Pupils are encouraged to develop self-discipline and to plan their class rules. They are respectful to one another, courteous and considerate when listening in class or moving about the school. Bullying is rare and pupils and staff are consistent in dealing with any such incidents, following known guidelines. Support staff assist teachers in managing immature and potentially disruptive behaviour from a minority of pupils, minimising class disturbance in a sympathetic and professional manner.
20. The pupils' personal development is good. They are comfortable in accepting responsibility as monitors or junior counsellors, for example, and are friendly and welcoming to visitors. Pupils are generally articulate, take pride in their resources and are pleased to share their school with newcomers, explaining the many benefits the school has to offer. However, opportunities for pupils to take responsibility for their own learning are limited by the lack of research facilities, for example an unsatisfactory library resource. Careless presentation of work in many exercise books displays an underdeveloped sense of initiative in a significant number of pupils.
21. Pupils with special educational needs receive effective support from the special educational needs co-ordinator and well informed learning support assistants. Liaison between the class teachers, the special needs co-ordinator and the learning support assistants is good and all are involved with planning appropriate targets for pupils with special educational needs.
22. Attendance rates at the school are good and consistently above the national average. The unauthorised absence rate, which is slightly above the national average, is due to a small number of pupils no longer attending the school. Pupils are eager to attend school, are generally punctual and lessons begin promptly at the start of the day. This positive attitude to attendance and punctuality has a beneficial effect on pupils' education.

HOW WELL ARE PUPILS TAUGHT?

23. Teaching in the school is good and is a significant factor in the quality of pupils' learning and the progress that they make. In three percent of the lessons observed teaching was excellent. Teaching was very good in 12% of lessons, good in 67% of lessons and satisfactory in 17% of lessons. No unsatisfactory teaching was seen during the inspection. The high quality of the teaching has a beneficial effect on pupils' learning especially in English, mathematics, science and music. In almost all of the lessons seen higher attaining pupils are challenged and lower attainers are well supported through the good match of tasks to ability. Very good teamwork is a strength of the school.
24. The quality of teaching for children under five in the foundation stage is good. Teaching staff have a good understanding of how young children learn and very sound subject knowledge in the appropriate areas of learning. There is a good balance between activities which are initiated by teachers and by the children. Activities initiated by teachers are well planned and focus on identified areas such as language development. Imaginative resources encourage pupils' choice and independence in activities such as role-play. Good use is made of the learning

support assistants to provide appropriately for the youngest pupils.

25. The teaching in the mixed Reception and Year 1 classes is based upon Key Stage 1 of the National Curriculum but takes account of the agreed learning goals for the youngest pupils. Well planned opportunities are organised for the youngest pupils to play creatively, use outdoor and indoor play equipment and computers. They are very well supported by ancillary staff. Planning for the under-fives is good and takes very good account of the nationally determined learning outcomes and provides very good opportunities for children's development. Good use is made of assessment information to plan for children's particular needs. Good records are kept of pupils' progress which inform the planning of future work.
26. Throughout the school teachers have good knowledge in all areas of the curriculum. They are successful in encouraging pupils to listen attentively and speak confidently, and this clearly results in the high standards achieved in both key stages. The music lessons seen demonstrated teachers' very good subject knowledge which was used well in a lesson for younger pupils to combine elements of instrumental playing, with a text introduced during the Literacy Hour. With good guidance from the teacher, pupils created the right mood through the good choice of instruments and variations in rhythm. Teachers' good knowledge of working with clay successfully extends pupils' work in art. When pupils are working at a computer and supported by a specialist teacher they make very good progress in their learning. They are keen to learn and explore the possibilities of the program they use, but do not always have sufficient access to computers to extend their skills further.
27. The basic skills of reading, writing and number are very well taught and pupils make good progress in both key stages. The teaching seen in literacy lessons in Year 2 was excellent when good support was provided for special educational needs pupils and whole class through the provision of word lists to support pupils' writing. Teachers adopt appropriate strategies to suit pupils' needs and careful grouping and match of task contributes to the progress of all pupils. Where teaching was judged to be excellent the lessons were characterised by very clear explanations, good use of time and very good support provided for the low attainers.
28. Teachers successfully deliver the National Literacy Strategy and adapt planning for mixed age classes. Teaching in this area is having a positive impact on raising standards, though pupils do not readily transfer their skills in writing into other curriculum areas, resulting in carelessness in written explanations and recording, notably in history, geography and science. Planning is good and good use is made of appropriate resources. The modelling of answers encourages pupils to structure their writing for particular purposes and audiences. Encouraging comments made by teachers are particularly effective in the development of pupils' independent writing skills. Teaching is very good when the pace of activities is brisk and where teachers have high expectations of pupils and inspire them to greater effort.
29. Staff are successfully implementing the National Numeracy Strategy and have devised effective ways to organise this within their own mixed age classes. There is a brisk pace to these lessons. This has improved the rate of learning in Key Stage 1. Very effective use is made of the function machine in mathematics, which improves pupils' knowledge and understanding of the four rules of number. All teachers plan well to introduce and develop mathematical vocabulary and encourage pupils to use this when answering questions in class. Teachers structure their mathematics lessons well. Very productive use is made of direct teaching to encourage quick mental recall of number facts such as multiplication tables and addition facts. Group work is well

organised and generally at the right level and as a result pupils make good progress in their learning,

30. Planning throughout the school is good. Teachers plan together for their classes on a regular basis and this brings a wider range of subject expertise into the lesson structure. Planning for literacy and numeracy lessons is well structured and based firmly on published guidance. Teachers are gaining the confidence to move outside the structure by varying the organisation of the time allocation in order to meet the assessed needs of their pupils. This is successfully extending pupils' writing skills.
31. Throughout the school the purpose of lessons is clearly communicated, and learning objectives are often shared with pupils. As well as being written on the board or displayed within the teaching areas, pupils are regularly reminded of the targets in order to reinforce learning. Where very good teaching was taking place pupils were asked to define the learning objective themselves, arising out of the challenge they had been set. For example in science in a Year 5/6 class, pupils' discussion about the learning objective acted as a useful tool for assessing pupils' understanding of evaporation and reinforcing their learning.
32. Teachers in both key stages are good at making cross-curricular links to give pupils opportunities to apply their knowledge. In Key Stage 1 this was done successfully by combining music making and dance with the study of a literacy text, whilst Year 3/4 pupils gained significantly from the use of scientific vocabulary when observing and drawing hands in art lessons.
33. A variety of teaching methods are successfully used by teachers, including whole class, group and individual work. In the very good lessons seen, teachers give clear and interesting introductions to the whole class, followed by well-resourced group work, which is well matched to pupils' ages and abilities. Teachers respond well to pupils' needs and successes by careful grouping and task management to support further learning.
34. Teachers create a calm purposeful atmosphere in their classrooms where they can teach effectively and pupils learn successfully. The teachers move round their groups well to provide additional teaching, check on understanding, question pupils to direct their thinking and give oral feedback to pupils about their work. They make good use of praise to promote self-esteem and encourage pupils to persevere. A good feature of the best teaching seen was the use of questioning; this was effective and sensitively directed to individuals to check their understanding and to extend their thinking.
35. During lessons teachers allow pupils to demonstrate their ideas and skills to the rest of the class. In music, different groups perform to other pupils and consider improvements to their performance arising out of discussions and suggestions. In physical education pupils are encouraged to show good sequences of movements to others who adapt the ideas to improve their own performance. Teachers start lessons well, they recap and revise previously taught concepts and move pupils towards shared learning objectives. In the lessons seen teachers made good use of time at end of their lessons for groups to share their learning with other pupils who may have been working on different tasks. In this way pupils showed whether they understood what they were doing, what they found perplexing and what they needed to do to improve. In a small number of lessons in both key stages the time given over to discussion and exposition was too long and this resulted in pupils losing concentration and becoming restless.

36. The quality of teaching provided for pupils with special educational needs is good. Pupils have well planned and appropriate individual educational plans, which show a clear understanding of pupils' needs and they make good progress. Pupils show good levels of concentration and try hard. Teachers work hard to include these pupils in most class activities and successfully match tasks to their programmes and this raises their self-esteem. Good use is made of specialist teaching particularly in information technology in Years 3 and 4 where activities on the computer very closely matched the objectives of the taught music lesson followed by the rest of the class.
37. As a result of careful planning and preparation by all teachers the best use is made of learning resources and adult support for special educational needs. Teachers work well together in the planning stage and co-ordinators support their colleagues well with their subject expertise. Support staff are given very good guidance on the role they are to play and how they are to implement and support pupil learning. All teachers work very hard to provide their pupils with interesting and varied work and colourful, themed displays enhance the learning environment. The school has a very small number of pupils for whom English is an additional language, but none are at an early stage of acquiring English and they are well catered for by their teachers.
38. Teachers develop very good relationships with their pupils and manage them very well. All teachers have high expectations for good behaviour and attitudes to work. As a result pupils sustain concentration and work productively at a good pace in most lessons. Although good work habits and routines are firmly established, teachers expectations with regards to the presentation, layout and accuracy of written work are insufficiently focussed or applied to ensure that work is of a high standard. Where pupils are told clearly what is expected of them this results in higher standards and improved levels of presentation but inconsistencies remain.
39. Regular assessments are made of pupils' work in all subjects throughout the year and these are recorded in an assessment book. Staff make detailed written comments when assessing pupils' work and they are very perceptive when it comes to judging pupils' knowledge and level of understanding. Insufficient attention is given to presentation and there is some evidence of inconsistencies in marking though this is an agreed focus for the school at present. All teachers have worked very hard to put together a portfolio of pupils' work that they have annotated and 'levelled' against National Curriculum criteria. This portfolio is very helpful to all staff in assessing their pupils' work and planning what they need to teach in order to move a pupil from one level to the next. All teachers provide good oral feedback to pupils as they work and set individual as well as group targets.
40. The school has a clear homework policy. All pupils read at home on a regular basis but entries made at school in the reading diaries are often too brief to give parents and pupils' sufficient guidance, especially in relation to the older lower ability pupils. Pupils are given spellings and tables to learn at home. However, the development of research skills through the use of the library is underdeveloped. Most parents are happy with the tasks given to the pupils and feel that they are well prepared for the next stage of their education.

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

41. The previous inspection report outlined several key issues relating to curriculum planning. These included the need to implement schemes of work in all subjects, to increase the use of information technology and improve the planning of design and technology activities. The school was also required to extend learning through the development of a homework policy and implement the school's marking policy more consistently. All these issues have been addressed. However, whilst the quality of marking has been improved, there is room for more consistency of practice throughout the school and to further extend the marking policy in order to raise standards in the presentation of pupils' work.
42. The curriculum offered to pupils under five is good. It addresses their physical, intellectual, creative and social development. Along with other good experiences, the children are successfully led towards the attainment of the Desirable Learning Outcomes and are prepared well for the programmes of study of the National Curriculum.
43. The curriculum offered to the pupils in Key Stage 1 and 2 is broad and balanced, meets statutory requirements, and offers access to the whole range of the National Curriculum. There is a well-planned programme for appropriate sex education throughout the school that is well supported by the input of the school nurse during Year 6. Provision for alerting pupils to the dangers of drugs and for raising their awareness of other health issues is included in Personal, Social and Health Education.
44. The successful introduction of the National Literacy and Numeracy Strategies has been well supported by teachers through effective corporate planning arrangements. Opportunities for pupils to apply their literacy and numeracy skills in other subjects are often observed, for example, the use of accurate measuring in Year 3/4 science, descriptive writing in Year 2 history and the use of graphs to illustrate pupils' findings about a shopping survey.
45. During the recent period of school development, curriculum planning was initially at a satisfactory pace. Following end of year assessments, the school has undertaken rigorous self-evaluation and there is a clear commitment to raising standards through the curriculum it offers. The governors, headteacher and staff are fully and energetically addressing these issues through good assessment and use of data, good teaching, and regular, strategic, curricular planning meetings. Good curriculum monitoring arrangements including the observation of the teaching of English, mathematics, information technology and music are well established. Inspection evidence shows that the impact of the action taken to improve the curriculum has raised standards in the core subjects. It enables good standards to be achieved in music throughout the school, and in art and physical education in Key Stage 1. Other aspects of the National Curriculum receive appropriate provision. The curriculum provided for those pupils with special educational needs and those for whom English is an additional language is enabling them to make good progress.
46. The school builds into its curriculum a number of educational visits to provide first hand experiences for pupils, which help them to understand more easily their subject topics. They include visits to the Roman Museum at Cirencester, to The Great Western Railway Museum, and visits to the theatre to study Romeo and Juliet. In addition, several local expeditions are arranged to explore the local town and the surrounding environment. The school also encourages all its pupils to participate in residential visits and field studies. Provision for extra-curricular activities is very good. Wide ranging activities for pupils of both key stages include choir, percussion club,

gardening, and a range of sporting activities, which help pupils to take part in games and matches with pupils of other schools.

47. The curriculum is enhanced by visiting speakers, including an Olympic athlete, a fireman, an astronomer and an archaeologist as well as through its links with local industry and the community. Neighbours have been involved in developing the school grounds. Environmental prizes have been received from the Rover Group. Information technology and mathematics have developed through the National Power Project for Schools and the school has benefited through its curricular links with local nursery schools, local primary schools and the associated secondary schools.
48. The curriculum is strengthened through the school's homework policy, which is effective in practice. It is generally supported and welcomed by parents, who show a strong commitment to their children's progress, through the learning support they offer at home. A good number of parents attend Parents' Evenings, fund raising activities, and about 30 parents help on a voluntary basis to give support to teachers in class. Specialist curricular input from the Local Education Authority officers, and other support services is welcomed and appreciated by the school.
49. The curriculum meets the requirement for all pupils on the special educational needs register. In accordance with the Code of Practice for special educational needs, individual education plans are in place for every pupil on the register and the special educational needs co-ordinator is involved with their development for pupils on Stage 2 and above. Annual reviews for pupils with statements of special educational needs are carried out effectively and meet statutory requirements.
50. The provision for pupils' spiritual, moral and social development is very good and makes a significant contribution to the quality of pupils' learning, although provision for pupils' cultural development, though mostly good, is not as effective. Assemblies are well planned and provide an effective contribution to pupils' spiritual, moral, social and cultural development.
51. Provision for pupils' spiritual development is very good and there is a strong spiritual ethos throughout the school. Pupils are given many opportunities through their work to marvel and wonder at their world. For example, pupils go out on seasonal walks to wonder at the changes in nature throughout the year and in history pupils discuss what it might be like to be an evacuee. In school assemblies pupils are effectively encouraged to reflect on specific aspects of life, for example what it must be like to be bullied. Teachers are aware of the importance of encouraging pupils to explore and reflect on their own experiences, to question, empathise and learn to be still. Year 6 pupils have special provision for reflection by their use of the Japanese garden, which was developed in memory of a pupil who sadly died.
52. The provision for pupils' moral development is very good. Teachers have high expectations of pupils' behaviour and all adults in the school set very good examples. The school has a very clear set of values that teach the principles of right and wrong. These are implicit throughout the daily life of the school and spelt out clearly to all pupils. Pupils are involved in drawing up rules for behaviour.
53. There is very good provision for pupils' social development. Teachers and all staff throughout the school provide pupils with very good role models, which encourage the development of positive attitudes and very good social behaviour. Pupils' work together to set class targets and rules to maintain a safe and happy environment for themselves. Older pupils take on additional monitoring responsibilities, such as getting the hall ready for assembly and tidying the school library. Pupils are encouraged to

help those less fortunate through fund raising activities. In lessons, pupils' work well together; they share equipment and co-operate in group tasks. The school has a good number of extra curricular activities, including sporting events, and older pupils also have opportunities to participate in residential field trips, which further promotes their personal development.

54. Provision for the cultural development of pupils is mostly good. Through a good range of activities, pupils develop an understanding and appreciation of art, music, drama and literature. In religious education lessons, pupils are given the opportunity to gain an understanding of other faiths such as Buddhism. Cultural development is further enhanced by visits out to places of interest and by visitors in to the school such as Indian Dancers and an archaeologist. Last year, pupils were involved with an artist in residence in the creation of living sculptures in the school ground made from willow. However, although due attention and respect is paid to aspects of other cultures, there is no systematic policy for promoting the multi-cultural nature of society throughout the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

55. The previous report found that the school's provision for pupils' support, welfare and guidance was good and that it made a positive contribution to the educational standards achieved. These standards have been consistently maintained. The school works hard to ensure that pupils develop confidence and perseverance in their approaches to work. Pupils enjoy a secure environment where courtesy and good humour are encouraged. They are clearly happy in the knowledge that they are valued and respected as individuals by their teachers and other staff in the school. Children in the attractive and stimulating surroundings of the nursery are enabled to explore their feelings, work and play sociably and extend their learning experiences.
56. The procedures for assessing pupils' academic attainment and progress are good. The school uses data and test results effectively to promote pupils' progress through the school. There is good liaison between the special educational needs co-ordinator, class teachers and parents to review progress and set achievable targets. Informal procedures for monitoring pupils' personal development are in place. There are effective procedures for identifying target groups, with results used in forecasting future performance and informing parents. Health and safety matters are effectively managed.
57. Procedures for monitoring and promoting attendance are good. Absences are followed up and registers are rigorously monitored on a daily basis. Pupils with behavioural problems are sensitively supported by staff who know them well. Staff are consistent in their strategies for promoting good behaviour and rewarding achievement. Incidents of misbehaviour, including any rare incidents of bullying, are dealt with promptly using documented procedures. The child protection procedures are clear, well informed and supported by outside agencies. The designated member of staff is knowledgeable and trained. Staff are informed of any change in procedures and recent developments of which they need to be aware. There are well-supervised break and lunchtimes, with older pupils taking responsibility for younger ones, such as assisting them with games or the playing of cat's cradle. Nursery children have a secure, fenced, spacious area for constructive play, and a shade pergola over the sandbox and seats for quiet sitting. The school is very well maintained with clean facilities. Buildings and corridors are free of clutter and the grounds are litter free. Pupils take a pride in their surroundings, are careful in their daily use of resources and

treat art and sensory displays with interest, care and respect.

58. Assessments are appropriately undertaken to identify pupils with educational needs and to set targets for improvement. Their progress towards achieving these targets is monitored systematically. The special educational needs co-ordinator meets regularly with parents and ensures their wishes are taken into account at all times. These parents are appropriately encouraged to be actively involved in helping their children to achieve any home targets that may be set for them.
59. The school considers assessment an important area and for the past two years has been steadily improving the range of procedures and the use made of assessment information. The current procedures are good and provide effective practices for assessing pupils' attainment and progress. This year the school has chosen to use the procedures recommended by the local education authority for tracking cohorts and individual pupils. These have not been in operation long enough to provide substantial information but are providing a secure base for future assessment. As well as the required standardised tests for Years 2 and 6; the school employs optional tests for pupils in other year groups. There are effective procedures for evaluating the Literacy and Numeracy strategies.
60. There is no assessment for children entering the nursery although staff ensure that they are well informed about all new children. There is thorough on-going assessment in the nursery and an Early Years report is provided for children moving into the Reception classes. In accordance with the Local Education Authority practice formal baseline assessment is carried out within a month of children entering full-time education in the Reception classes. Children attending the nursery all celebrate their fifth birthdays there so that the assessment refers to children who are well over five years of age. Children with birthdays after Easter do not start full-time education until September and can be as old as five years and four months. The local authority recognises that children nationally tend to be assessed nearer four years of age and that children in its scheme score higher in comparison partly because of their maturity.
61. Data analysis is a well-established practice. Assessments, external feedback and standardised tests are analysed to provide information not only about general trends but also breakdowns of the constituent parts of standardised tests. Data is used to identify groups of pupils to be targeted for specific support and to forecast future performance. Data is also used to provide benchmarks for evaluating the effectiveness of new initiatives. For example an audit of attainment was carried out before the National Grid for Learning initiative began and has recently been repeated to measure its impact and value. The school has begun to give parents assessments of pupils' performance early in the school year together with a forecast of attainment in the standardised tests. The school has significant plans in hand to improve assessment further including the use of information technology.
62. Portfolios of work are being collected and are providing valuable information. They show that teachers' judgements are accurate and well informed. Staff undertake regular moderation meetings and where teacher assessments have not been supported by standardised test results, the school has reviewed its practice. Assessment is monitored by the co-ordinator regularly and the staff are kept well informed of priorities and targets.
63. Individual pupils' assessment books have been in use for two years and are diligently maintained by staff. These contain samples of pupils' work for English, mathematics

science and information technology and are updated each half term. Work is annotated and levelled and is used to set targets for pupils. Curricular planning is informed by assessment results. Information acquired through assessment is used to decide teaching groups in English, mathematics and science in Key Stage 2 and to identify pupils needing additional support. Teachers provide a good match of work to pupils' needs and monitor the progress of differing groups. More able pupils are identified and tracked. The school is developing the ability to identify the factors which promote progress, and is engaged in a research project with other local schools into effective teaching strategies.

64. The staff know individual pupils very well and the quality of assessment information enables them to give good support and academic guidance. The school also monitors pupils' personal and social development regularly and is alert to pupils' needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

65. The majority of parents are supportive of the school and value the educational opportunities and care that the school takes of their children. The successful partnership with parents was reported at the previous inspection. Most parents feel welcome in the school, find the staff approachable and, in the nursery, liaison with parents is especially close and valued. The programme of induction for nursery pupils is good. There are drop-in sessions for Mothers and Toddlers even before the proper induction period. Preliminary visits are offered to all parents and a meeting is held for the parents of all new starters within the first week. There are opportunities for parents to liaise with teachers throughout the week.
66. The information for parents about the school is sensible, informative and regular. There are opportunities for formal consultation on their children's progress during the year, monthly parent and teacher meetings and daily communication in the reading logs between parents, teachers and pupils. Pupils' annual written reports are very good, giving detailed information on their children's attainment and progress, and target areas for greater endeavour or parental assistance. Parents feel the reports are accurate and specific to the child. The majority of parents of children with special educational needs feel well informed and believe the provision to be good.
67. There are a number of parents who assist in the school on a regular basis, for instance in classes and with extra-curricular activities. Parental help is valued by staff and this involvement with the school is beneficial to the social and personal development of the pupils. Parents are generally satisfied with the homework given, although there appears to be some inconsistency in the setting of the work. Most parents willingly assist their children with homework and share the confidence gained by the pupils in an increased knowledge of new mathematics, for example. This active support is encouraged by the school and has a positive effect on the progress of the pupils. Parents value the clear understanding they are given about the work which takes place in the classroom and the information they are given when their child enters school. However, a significant number of parents continue to be dissatisfied with some aspects of the information provided by the school and the manner in which their complaints are received. Inspection findings are that the information provided is good and staff try hard, and usually successfully, to meet the particularly diverse views and demands of parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68. The leadership and management of the headteacher and key staff are very good. The headteacher gives strong and confident leadership that has been an important and stabilising influence during a period of rapid expansion and development. Since the opening of the school there has been little stability on which to consolidate. In some ways this has been exemplified by falls in attainment in end of key stage assessments. The school has been disappointed in the attainment levels and all staff are working with resolve and determination towards school improvement targets.
69. The headteacher has established good working relationships with staff who are confident in, and supportive of, the lead that the headteacher takes in school management. The staff have developed good and corporate working practices and are supportive of recent initiatives. Senior staff and subject co-ordinators and those with specific responsibilities are particularly conscientious and have worked very hard to identify necessary improvements in planning, teaching and learning. The shared commitment to improvement and the school's capacity to succeed are very good.
70. The main focus for the first phase of school development has, to a large extent, been upon the establishment of a caring and supportive school community. The aims and values of the school are very clearly reflected in the life and work of the school, where good relationships and a Christian ethos are highly valued. However, recently the school has now also established a very clear educational direction firmly based upon the raising of attainment. The senior management team has established areas of delegation to various members of staff for specific management or research roles. This is well considered and clearly understood. For instance, staff with responsibility for key stage management or those undertaking research into the needs of gifted and talented pupils or staff working in the area of special educational needs all have a clear understanding of, and commitment to their roles. Staff are very thorough in reporting and sharing information to and from regular staff and departmental meetings and in-service training is undertaken.
71. The Governing Body fulfils its statutory duties appropriately. The governors' role in shaping the direction of the school and in understanding the strengths and weaknesses of the school is satisfactory. Several governors have regular contact with the school and help in school on a regular basis. Those governors who undertake specific responsibilities including links with literacy, numeracy or special educational needs are well informed of day-to-day issues. Staff also attend governors' meetings to share information about developments in the various subjects for which they hold responsibility.
72. The Governing Body has a diverse understanding of its role and identifies different priorities for school development. The concept of the development of a school to link with the local parish was something that a group of very caring and community based governors worked with diligence to achieve. Many of these governors, including the Chair of Governors have great commitment to the school and have served it well. Also within the Governing Body is a group of other, often parent governors, who have begun to develop their role as critical friend of the school by holding it to account for the decisions made. In many respects these roles are complementary but not all governors are fully aware of the exact strengths and weaknesses in school developments. Whilst the different governors work well together, several are aware of the difficulties of meeting the demands of a very diverse parent body who have very widely differing expectations of what the school is able to achieve.

73. A small but very vociferous minority of parents are very critical of all aspects of leadership and management, including the headteacher and governors. However, school records and recent developments show that the school is well led and managed by a group of people who are firmly committed to school improvement.
74. The school has a well-considered development plan that accurately identifies the areas for development and how improvements are to be achieved. The action taken to meet identified targets is good. The school has worked hard to improve the assessment procedures and use of information to ensure that planning meets the needs of pupils who make different rates of progress. The monitoring, evaluation and development of teaching is good. All senior staff have opportunities to monitor the quality of teaching in areas for which they hold responsibility. Subject co-ordinators and the senior management team are involved in the monitoring and evaluation of planning and the quality of learning.
75. The headteacher ensures that there is equality of opportunity for pupils with special educational needs. The special educational needs co-ordinator has appropriate responsibility for co-ordinating this aspect of the school's provision. The policy for pupils with special educational need is in line with the Code of Practice. Pupils with statements of special educational need receive additional support by experienced learning support assistants. Resources for pupils with special educational needs are good. The specific grants the school receives to support pupils with special educational needs are used effectively and for the designated purpose.
76. The nursery is well managed by the two teachers who have created a successful job-share situation, which operates very effectively. There is good delegation and sharing of responsibilities among all adults involved in the nursery. Resources for pupils in the foundation stage are good. Learning resources in the nursery are of good quality and range and there are excellent outdoor facilities. Pupils in the Reception classes and the nursery have access to them.
77. The school's day-to-day financial controls are efficient and very good. Well-established routines have enabled the headteacher and governors to monitor and evaluate spending decisions, such as the appointment of extra learning support assistants. The school has budgeted carefully in order to make further improvements to the internal environment to cut down on extraneous noise. The minor recommendations identified in the most recent audit report have been fully acted upon. The school development plan has been a useful document in guiding recent improvements and shows clear priorities. However, there is a lack of a published longer-term development plan linked to medium and long-term financial planning. The school is aware of the need for a new development plan, which has been difficult to draw up owing to factors beyond the school's control. There are plans to prepare such a document shortly. A very active 'Friends of the School' organisation supports the school well and has provided funding for larger outdoor adventure equipment including a gazebo and pergola amongst other additional resources.
78. The school has a good level of teaching staff who are appropriately qualified and experienced to meet the requirements of the National Curriculum. There is also a good number of support staff who make an effective contribution to the learning of the pupils, particularly those with special needs. The teachers have clear job descriptions and curriculum and budgetary responsibilities. They work as an effective team with the support staff, including nursery assistants. Co-ordinators' roles in monitoring and evaluating teaching and learning are effective. New members of staff are well supported and inducted into the methods, standards and values of the school.

79. The school's accommodation is good overall and is enhanced with attractive displays, including many examples of pupils' work. Buildings and play areas are tidy, clean and well maintained. Classrooms are of an adequate size, although some with larger numbers of pupils appear cramped at times. There are some problems with the transgression of noise across the open plan rooms. The school is aware of this and there are agreed plans to address this problem with partitioning. The library area is small and noisy, allowing little room for pupils' research or quiet study. As such, it is underused. This was reported at the previous inspection. The large hall is good for physical education and assemblies. The setting and size of the playing field and playground, including the gardens and under-fives area, make outdoor activities genuinely pleasurable. There are areas for quiet sitting, a gazebo and pergola for shade and many trees and shrubs. Pupils make full use of the large hard area for play and sport and the willow structures and large climbing equipment are in daily use at break-times.
80. The number and quality of resources, including books, materials, computers and other equipment, is good overall. The provision of resources to teach the National Literacy and Numeracy Strategies is good and well deployed to support teaching and learning. There are good numbers of dictionaries and thesauri for older pupils and a range of suitable fiction books.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

81. In order to further improve the quality of education that the school offers to its pupils, and to build upon the rate of improvement since the last inspection, the headteacher and staff together with the Governing Body should:
- (1) raise the standards of attainment in mathematics, particularly in Key Stage 2 by:
 - continuing to improve pupils' mental mathematics skills and their rapid recall of number facts
 - ensuring that pupils' mathematical skills are consolidated effectively, particularly in the lower part of Key Stage 2, where pupils' oral strategies are better than their written skills.
 - further developing the skills and strategies which pupils have learned to enable them to apply these skills more easily when investigating mathematics and solving problems, (paragraphs 12, 110, 111).
 - (2) Improve the standards of Key Stage 2 pupils' writing by
 - consistently applying the skills of punctuation and spelling in all subject areas (paragraphs 99, 101);
 - (3) Raise teachers' expectations of the presentation of pupils' work by;
 - clarifying the expected standards of layout and presentation (paragraphs 20, 39, 103, 148, 152);

- ensuring consistency in the marking of pupils' work to identify what pupils need to do in order to improve their work (paragraphs 40, 105, 114).

In addition to the key issues above, the following less important issues should be considered for inclusion in the action plan

- Enhance the pupils' research and library skills (paragraphs 41, 98).
- Extend pupils' regular access to computers throughout the school (paragraphs 27, 161, 163).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

89

Number of discussions with staff, governors, other adults and pupils

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.3%	12.4%	67.4%	16.8%	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	336
Number of full-time pupils eligible for free school meals		22

FTE means full-time equivalent.

Special educational needs

	Nursery	YR- Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		43

English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	126

Attendance 1998/99

Authorised absence

	%
School data	4.7
National comparative data	5.9

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	26	37	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	24
	Girls	34	34	35
	Total	55	54	59
Percentage of pupils at NC level 2 or above	School	87	86	94
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	24
	Girls	34	34	36
	Total	54	56	60
Percentage of pupils at NC level 2 or above	School	86	89	95
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	12	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	8	12
	Girls	7	4	9
	Total	18	12	21
Percentage of pupils at NC level 4 or above	School	67	44	78
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	7	10	8
	Total	19	23	21
Percentage of pupils at NC level 4 or above	School	70	85	78
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	1
Bangladeshi	
Chinese	
White	353
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	13.6
Number of pupils per qualified teacher	28:1
Average class size	30.6

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	200

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	50

Number of pupils per FTE adult	8
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FTE means full-time equivalent.

Financial information

Financial year	98/99
	£
Total income	612,633
Total expenditure	585,573
Expenditure per pupil	1,296
Balance brought forward from previous year	13,817
Balance carried forward to next year	40,877

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	364
Number of questionnaires returned	178

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	34	6	0	0
My child is making good progress in school.	34	54	8	1	3
Behaviour in the school is good.	28	66	4	0	2
My child gets the right amount of work to do at home.	14	56	16	8	5
The teaching is good.	35	60	3	0	1
I am kept well informed about how my child is getting on.	21	57	20	1	1
I would feel comfortable about approaching the school with questions or a problem.	46	42	8	2	2
The school expects my child to work hard and achieve his or her best.	43	52	2	0	3
The school works closely with parents.	30	53	14	2	1
The school is well led and managed.	31	48	10	4	7
The school is helping my child become mature and responsible.	33	60	6	0	1
The school provides an interesting range of activities outside lessons.	24	48	17	1	10

Summary of parents' and carers' responses

As above

Other issues raised by parents

Several parents expressed concern over the organisation of mixed age classes.

Several parents were concerned that the school does not work closely with parents and does not provide an interesting range of extra curricular activities.

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

82. Children enter the nursery three terms before their fifth birthday. They attend part-time until the term after their fifth birthday when they transfer to the mixed Reception and Year 1 class and begin full-time education. There are new entrants to the nursery every term. There is one nursery class and three mixed Reception and Year 1 classes at present. Good care is taken to ensure a successful introduction to both nursery and Reception education. Children enter the nursery with a variety of pre-school experiences but the majority of Reception children have attended the school's nursery class. Children make good progress in all areas of learning and by the age of five most pupils exceed the expected Desirable Learning Outcomes.
83. The children's attainment on entry to the nursery is broadly average with some strengths in personal and social development and is above average on entry to full-time education in the Reception class. In accordance with the local authority's expectations, formal Baseline Assessment takes place within a month of the time when children begin full-time education. These assessment scores are above national averages but refer to children who are over five years of age. For the majority of children the scores reflect their comparative maturity and at least three terms of good nursery education.
84. The quality of teaching for children in the foundation stage is good. Teaching staff have a good understanding of how young children learn and very sound subject knowledge in the appropriate areas of learning. There is a good balance between activities which are planned by the teachers and those which the children initiate themselves. The curriculum for children under five is good and is securely based on the nationally recommended Desirable Learning Outcomes. Transition from the nursery to Reception is carefully planned. Reception pupils in the mixed Reception and year one class have a defined curriculum suitable for their age, which provides for transition to the National curriculum. There are good assessment procedures for all pupils and there is ongoing assessment against the Desirable Learning Outcomes throughout the Nursery. The programme of induction for nursery pupils is good. There are opportunities for parents to liaise with teachers throughout the week. The nursery is well managed by the two teachers who have created a successful job-share situation, which operates very effectively. There is good delegation and sharing of responsibilities among all adults involved in the foundation stage. Learning resources are of good quality and range and there are excellent outdoor facilities. Pupils in the Reception classes and the nursery share access to them.

Personal and social development

85. Children make good progress in their personal and social development and are attaining above the Desirable Learning Outcomes by the time they are five. Midway through the school year they are establishing good relationships with one another and with adults. Most are articulate and respond in properly formed sentences. Most are able to get changed for physical education with minimal help. They are inquisitive and like to investigate for example how tools work. They know the classroom routines and tidy up purposefully. They are beginning to realise the value of co-operation. The quality of teaching and learning is good. All teaching staff have a good understanding of how young children learn and know how to foster personal and social development

alongside specific learning. They encourage social skills such as working in groups, sharing tasks and equipment and recognising other children's achievements. Events such as singing in assembly help to build up a sense of community and individual self-esteem. The good level of adult involvement encouraged by the school helps children learn to interact with a variety of people.

LANGUAGE AND LITERACY

86. Children in the nursery make good progress in language and literacy and almost all achieve beyond the Desirable Learning Outcomes by the time they are five. Children enjoy books and handle them carefully, understanding how they are organised. They know there are storybooks and information books and understand what authors and illustrators do. They are beginning to read together at a steady pace and with expression. They are familiar with most of the shapes and sounds of the alphabet. Most know some initial letter sounds. Some use phonic skills to sound out whole words or to identify middle letter sounds. Reception pupils identify the main features of stories and record them in words and pictures. They are building up a good sight vocabulary for their age. They recognise rhymes in sounds and use them to build up sentences and stories.
87. Children enjoy songs and are willing to take part in role-play. In small and large groups they listen attentively and are willing to talk about their experiences. Pupils happily explored the texture of cornflour and water and discussed how it felt. They are developing good listening skills, for example, in identifying the sounds of different musical instruments with their eyes closed and finding words to describe the sound. The quality of teaching and learning is good. Teachers use effective strategies that intrigue children and arouse interest in language and promote good reading habits. The oldest nursery children are benefiting from an introduction to the Literacy Hour that enables them to become familiar with Reception routines.

MATHEMATICS

88. Good progress is made in mathematics and children are achieving above the Desirable Learning Outcomes by the time they complete their nursery education. Most read and write the numbers to ten and are familiar with bigger numbers. They add and subtract using objects and are beginning to record their sums. Some children are recording subtractions and show understanding of doubles. They are developing mathematical language and give examples of more than and less. They sort objects and order them according to size and have grasped the idea of comparisons. Children recognise and continue patterns. They use numbers in practical activities and recognise them in other contexts. The quality of teaching and learning is good. The opportunities provided by teachers successfully promote pupils' mathematical knowledge and understanding. Teaching includes good strategies to help children learn reliable methods of counting. Pupils are offered a good range of activities, which encourage them to use number skills in many different ways.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

89. Children make good progress in acquiring knowledge and understanding of the world and achieve the Desirable Learning Outcomes by the time they are five. Most have a good functioning vocabulary and give the correct names for colours, weather, parts of the body, household items and classrooms equipment. Children are familiar with the operation of the mouse and the computer and are developing basic keyboard familiarity. They can select their own programs from the desktop screen and check the

CD ROM drive to see the correct one is loaded. They are aware that there is change over time for example in the seasons. The quality of teaching and learning is good. Teachers are alert to children's questions and take time to give full answers and to build on their curiosity. They change the resources to surprise children and encourage investigation. Children observed that they could see through jelly and explained that brown jelly is made when you mix red and green.

PHYSICAL DEVELOPMENT

90. Children make good progress and achieve above the Desirable Learning Outcomes in physical development by the time they are five. In dance they move well with awareness of space and use a range of movements such as stretching, striding and curling. They are developing control skills and change the quality of movement in response to signals from the teacher's tambour. The quality of teaching and learning is good. Lessons have a good pace and keep children interested and attentive. The good use of demonstration and of children's examples help to improve performance. Children are encouraged to use tools and equipment with increasing control. The outdoor facilities for the youngest children are very good and offer wide opportunities for developing large motor skills and imaginative play. The garden is used for planned activities and free play.
91. Children in the mixed Reception and Year 1 classes have regular access to the nursery garden and outdoor play area and are developing physical and co-ordination skills. They also enjoy the extended opportunity for imaginative play.

CREATIVE DEVELOPMENT

92. Children make good progress in creative development and attain standards in advance of their age. Children explore colour, texture, shape and form in two and three dimensions. They paint in different forms and print using suitable colours, for example, in oranges and lemons. Children enjoy singing and have a good knowledge of the words and rhythm of familiar songs. They are refining their skills and demonstrate quiet and loud singing. The quality of teaching and learning is good. Practical activities include many opportunities for pupils to experience different materials including using plasticine, junk modelling and writing with a range of implements. Teachers encourage pupils to develop their imagination through art, music, dance, stories, singing games and role-play.

ENGLISH

93. Inspection evidence indicates that attainment at the end of Key Stage 1 is broadly in line with the national average with a significant proportion of pupils reaching standards above the national average. At the end of Key Stage 1, standards of speaking and listening are generally above average. Most pupils in Year 2 listen and respond to questions on a variety of texts well and use a good range of vocabulary and express themselves clearly.
94. Standards of reading by the end of Key Stage 1 are broadly average. The introduction of guided reading sessions in which pupils read and discuss together appropriate books, such as 'Our Field' by Berlie Doherty and Robin Bell Corfield, is having a positive effect in raising standards in reading and comprehension. Most pupils use their increasing knowledge of letter sounds, picture clues and context to help them

read unfamiliar words. They talk with interest about what is happening in the story and higher attaining pupils read with fluency and expression. Lower attaining pupils read simple texts fairly accurately. Virtually all pupils know what an author and an illustrator do.

95. Overall, standards in writing are in line with the national average. Many pupils make good attempts at spelling words phonetically, for example wanted for wanted, and most high frequency words, such as 'with', 'said' and 'have' are spelt correctly. Sentences are usually demarcated correctly with full stops and capital letters and higher attaining pupils are beginning to use other forms of punctuation such as speech marks and question marks. Below average pupils are at the very early stages of developing their writing. Sometimes, pupils produce some thoughtful pieces of writing, for example, when writing about friendship. Pupils are developing a good understanding of how to use dictionaries and thesauri to support their work. In hand writing, letters are generally accurately formed and consistent in size and sometimes joined.
96. By the end of Key Stage 2, standards in English overall are average. Evidence suggests that the whole class focus on literacy during the literacy hour is beginning to have a positive effect on raising standards. Most pupils listen well and respond to questions on a variety of texts with confidence. For example in geography, pupils in Year 6 gave clear explanations of 'How the Water Cycle Works'. During the whole class reading of 'The Traveller' by Theresa Breslin, pupils discussed the features and style of the text and higher attaining pupils were able to find relevant information to support their views. Pupils experience books written by a variety of authors. They are generally confident when taking turns to read aloud and correct their errors. Group tasks ensure that most pupils' reading and comprehension skills are extended at appropriate levels. Above average pupils read some quite demanding texts fluently and with expression. However, although most pupils can explain what an index and a glossary are used for, very few pupils are able to describe how to locate information books in the library. Library skills are underdeveloped throughout the school.
97. Pupils write in a variety of styles for different purposes, such as reporting news, writing letters, story writing and poetry. Some pupils are beginning to develop ideas in a thoughtful way, for example when writing a description of a midnight garden, and use of interesting vocabulary such as 'pessimistic' and 'frustrating'. However, although pupils have a clear understanding of the use of punctuation, such as speech marks and commas, most pupils do not apply this knowledge well in their writing and spelling is often careless. Handwriting is mainly joined and sometimes fluent but the overall presentation of work is below expectations.
98. Pupils use information technology skills appropriately to support work in literacy, for example, inserting the correct punctuation into a text and for word processing. Pupils' literacy skills are also being developed effectively through other subjects. For example, in history, in their study of schools 100 years ago, one Year 2 pupil wrote 'I see a white candle flickering its bright yellow flame' and another wrote 'A nice little boy looking out of the dark dusty window wishing that he had a nice school'.
99. Overall, pupils of all abilities make good progress throughout both key stages. They listen for extended periods of time, develop their vocabulary effectively and begin to speak with fluency. For example, in Year 1, pupils learn to become expressive readers through the class reading of the big book 'Owl Babies' and begin to understand that a story needs a 'beginning', a 'middle' and an 'end'. As they move through the school, they read and comprehend more demanding texts and older pupils are critical in their

choices of reading books giving good reasons for selecting them. They develop a reasonable understanding of spelling conventions and of grammar and punctuation skills, although this is not sufficiently reflected in their writing. They also write with more detail and liveliness. In Year 4, related to the poem 'The Lake of Innisfree', pupils develop a good understanding of poetic language and the use of figurative language in poetry.

100. Pupils with special educational needs are well supported by the special educational needs co-ordinator and well-informed learning support assistants and make good progress. The achievement in literacy of lower and higher attaining pupils is being effectively raised through a number of initiatives, for example, the additional literacy strategy, booster groups and a research project.
101. Attitudes to learning throughout the key stages are good. Pupils are well behaved and show interest and enjoyment in their work. Virtually all pupils like stories and reading and handle books and equipment with care and respect. Some pupils are developing a real pleasure in literature. They usually concentrate well on their work and persevere when they find tasks difficult. Through shared reading activities and group tasks pupils demonstrate that they are able to co-operate well together. However, many pupils in Key Stage 2, do not take sufficient pride in the presentation of their work in books.
102. The quality of teaching is good. At the end of Key Stage 1 the teaching observed during the inspection was either very good or excellent. Teachers have been successful in implementing the National Literacy Strategy and adapting it for mixed age classes. Every class is participating in a literacy hour. Planning is good and resources are well prepared. Teachers have a clear understanding of how to teach grammar, punctuation and spelling. Pupils are usually very well managed and organised and a good range of teaching strategies is used. Teaching is very good when the pace of the lesson is brisk and teachers inspire interest and enthusiasm in their pupils and have very high expectations for them.
103. The systematic assessment of pupils' work is used effectively to identify their learning needs and to aid planning. Work is marked with some inconsistency, but is mostly well annotated setting clear targets for improvement. Home/school diaries provide an effective means of keeping parents informed and involved in their children's progress particularly in reading. However, they are used inconsistently across the school and in some classes in Key Stage 2, the teacher pays little attention to how pupils enter their comments in the diary and some are very untidy and messy. Homework is used satisfactorily to support work in English. The school has made satisfactory progress in addressing the issues raised in the last inspection.
104. The subject is very well managed by the literacy co-ordinator. She has a sound grasp of standards throughout the school and of what is needed in order to improve them. She is enthusiastic and an excellent role model. Overall, resources are satisfactory and the library has been correctly identified as an area for improvement.

MATHEMATICS

105. At the time of the last inspection standards at the end of both key stages were reported as in line with the national average. The findings of this inspection show that although standards at Key Stage 1 remain average, standards at Key Stage 2 are

currently below the national average.

106. There are many contributory factors to this perceived lowering of standards at Key Stage 2. Since the last inspection, the school's population expanded rapidly, when acting as host for over 100 pupils awaiting the delayed completion of a neighbouring school. Additional temporary classrooms and teachers had to be acquired to accommodate them. Statistical evidence shows a high proportion of these pupils had attended more than one school previously and a similarly high proportion had been low achievers at Key Stage 1. The school now has a settled population. Its clear vision for the future, together with the many steps it has taken to provide a good mathematics curriculum are now beginning to have a positive effect on raising standards in both key stages.
107. At the end of Key Stage 1 pupils' attainment is average. They enjoy number work especially in mental arithmetic. In Year 1 most know, recognise and apply number bonds to 10 and count forwards and backwards to 100. Many count in sequences of 10 such as 22, 32, 42 etc. They identify halves and quarters in named shapes such as circles, squares and rectangles. In Year 2, the high attainers add together 500, 70 and 3, whilst low attainers add 50 and 3 or 3 and 12. Pupils measure length in non-standard measures before progressing to metres, centimetres and litres. They name several flat shapes, though their knowledge of 3D shapes is limited. They identify angles using half and quarter turns. Pupils handle money to 50p efficiently and tell the time to the quarter hour, although one or two pupils manage this to five minutes. Pupils have a satisfactory understanding of place value.
108. By the end of Key Stage 2, overall attainment is below the national average. However, pupils are making good progress in lessons and standards are rising. Pupils of all levels of attainment show an increasing understanding and use of mathematical language. They recognise odds, evens, square numbers and some prime numbers. Mental arithmetic skills are average, and there is a growing confidence in the methods pupils use to arrive at their answers. However, skills are not yet sufficiently developed for many of the pupils to demonstrate rapid recall of number facts. In Years 3/4 addition, subtraction, and multiplication skills are appropriate, but for about half the pupils, division often causes difficulties. There is need for more consolidation for pupils in these age groups, whose oral strategies are better than their written skills.
109. In Years 5/6, pupils' knowledge of place value enables them to order numbers to 1000 and to apply the four rules of computation appropriately. They understand the relationship between fractions, decimals and percentages. They understand and use elementary algebra in problems and talk about the qualities and properties of shapes such as faces, edges vertices and corners. However, many have not yet acquired the confidence to apply all the strategies, skills and techniques they have previously learned when applying them to problem solving and investigating mathematics.
110. Pupils' behaviour and attitudes to learning are usually good and sometimes very good. They enjoy mathematics, are good listeners and are enthusiastic when answering questions. Concentration is sustained well throughout lessons, even on the odd occasion when the pace is slow. They accept the challenges offered by their teachers and work hard to achieve success. They show respect for their teachers and one another so that co-operation is good and unsatisfactory behaviour is rare.
111. The overall quality of teaching is good. Teachers good, collaborative planning is thoughtfully prepared to meet the demands of the National Numeracy Strategy and the needs of the pupils. Thoughtful discussion enables them to be clear about what is

being taught within the different age groups of pupils in each class, and their evaluation of previous lessons usefully informs future planning. Teachers show particular skills in the teaching of mental arithmetic as they work hard to raise standards by providing a range of activities that are both challenging and fun, such as a "pairs "game in Year 2 and when predicting missing numbers in a Year 5/6 class.

112. Most teachers are good at planning lessons containing work appropriately matched to the various attainment groups within their classes and they work hard to ensure pupils achieve. For example, some energetic teaching was observed with a lower attaining group of Year 5/6 pupils. The class teacher's organisation, her choice of activities and very good use of support staff, led her pupils to overcome difficulties by teaching them to apply the skills previously learned when solving problems. On a few occasions, however, teachers of pupils in lower Key Stage 1 had only a gentle pace to the lesson and the challenges offered to the pupils were not fully achieved. The quality of teachers' marking is inconsistent. The best marking is regular and offers pupils good support through developmental comments. However, there is a need for teachers to make greater demands upon the way pupils present their work, so that it becomes easier to identify the processes and strategies pupils have used to arrive at their conclusions. Teachers make good use of resources, including information technology, in extending pupils' learning in lessons. Where possible, good support is provided for pupils with identified special educational needs.
113. The school has successfully implemented the National Numeracy Strategy and its general effects are often seen supplementing other areas of the curriculum. For example, when measuring evaporation loss in a Year 1 science lesson, or in handling data in a Year 3/4 geography lesson. The school has established some good assessment procedures providing very useful information about standards and pupils' attainment. The co-ordinator offers strong leadership of the subject. Her subject audit review and subsequent action plan, coupled to the assessment data, provide a clear way forward. Actions taken are beginning to have a positive impact on raising standards. The decision to arrange Year 3/4 pupils into sets, for example, is helping pupils to achieve better. Another positive factor is a mathematics club designed to benefit the higher achievers. Other procedures taken to raise attainment include the regular monitoring of teachers' planning, monthly curriculum meetings and formal observation of teaching in the classrooms. Learning resources are plentiful and of good quality. They are easily accessible, effectively used and offer good support to teachers in their delivery of mathematics.

SCIENCE

114. National Curriculum tests in science at the end of Key Stage 2 indicate that the proportion of pupils attaining the average level and the higher level 5 is below the national average and below that achieved in similar schools. Inspection evidence shows that the situation is improving. The trend over time is close to the national average and mirrors the trend in maths and English.
115. The school has addressed the weaknesses identified in the previous inspection though further work is being undertaken to improve the presentation in pupils' books. By the age of seven, pupils know and understand that living things need food, water and air to survive. For example they attempted to grow plants from seed using variations in growing conditions. They can name the parts of a tree and a flower and the major features of the human body. In Year 1 pupils were shown the changes that

were taking place on trees and shrubs and handled bark and gained an insight into plant growth. They successfully recorded their gains in knowledge through illustration and annotation of the drawing. As a result of well organised and structured learning activities pupils have a satisfactory knowledge of everyday materials and their properties and can explain why materials have particular uses.

116. Pupils investigate how things change and learn about the effects of heating and cooling on particular materials. They have a good understanding of a fair test. This was illustrated in their work on evaporation when they were trying to discover which processes were reversible. Pupils in mixed Year 3/4 classes gave good examples of "awe and wonder" when they realised they had made salt from brine. In a year 5/6 class pupils had successfully combined design technology with their knowledge of simple circuits to design a game. Such links reinforce pupils' knowledge and understanding and as a result their learning is enriched.
117. Pupils design their own electrical circuits using a specified number of components and investigate the brightness of bulbs. The higher attaining pupils evaluate experimental results and draw conclusions. They have a good knowledge of materials and their properties. Pupils have a satisfactory understanding of forces, magnetism, gravity and electricity. Numeracy skills are used well in Key Stage 2 to present results as graphs and to measure volume accurately and to calculate and interpret rates of evaporation.
118. Pupils talk confidently about their work and are keen to show what they understand and can do. Pupils are developing and using an increasing scientific vocabulary. Pupils' attitudes to learning are very good and the mixed age groups do not impact on their relationships. They concentrate well and show interest and enthusiasm in their work, especially in practical lessons. During the inspection, this was demonstrated in a lesson on reversible changes when they had to chart their ideas and results. On another occasion pupils collaborated well to solve problems relating to rates of evaporation in relation to different sized containers. They have very good relationships with their teachers and value each other's work.
119. Pupils of all abilities make good progress in their lessons but they do not use their literacy skills of spelling and organisation of writing to enhance their written accounts. Insufficient use is made of information technology to produce written accounts of investigations and to handle data. However the school has made a very good link with the local school and is using software designed by them. This is successfully developing investigative work through the study of friction based on cars on a ramp and contributing to curriculum links between key Stages 2 and 3. Tables and charts are used to record information and diagrammatic representation is satisfactory but presentation skills are not systematically taught. A developing strength of their work is the experimental and investigative skills, which are reinforced through well-planned practical lessons with clear learning objectives.
120. The quality of teaching is good and sometimes very good. The quality of teaching was high where teachers demonstrated good subject knowledge, had high expectations, managed the learning activities very well and used questioning effectively to challenge and encourage all pupils. These very good lessons were delivered at a brisk pace, with good timing and organisation. Sensitive and effective questioning moved pupils' learning forward. The scientific content of the lessons seen was accurate and the development of skills was good. In all lessons tasks were well matched to the different abilities within the class. Questioning was very effective in drawing out pupils' knowledge and understanding and recapping and revision at the start of lessons focussed pupils' attention and thought well. Class teachers know the

pupils well and the very good relationships enhance the quality of teaching and learning.

121. Long term planning meets the requirements of the National Curriculum and good use is made of national subject guidance to ensure pupils experience a full range of learning opportunities. Individual lesson plans successfully deliver appropriate learning objectives, which are regularly shared with pupils. Support staff and parent helpers are well briefed and they contribute significantly to lower attaining pupils' gains in understanding and knowledge.
122. Assessments are undertaken on a regular basis. They are well annotated and levelled, giving a clear indication of where each pupil is and what progress they are making compared to national expectation. These assessments are shared with pupils and with parents. Parents' knowledge of their child's ability is enhanced through very well written end of year reports.
123. The subject manager provides very good leadership for the subject. She monitors teaching, medium term planning and evaluations. She is able to support colleagues when required and attends local meetings for co-ordinators and passes on relevant information. There is an appropriate policy and the subject is very well organised throughout the school. Planning is good and closely aligned to the scheme of work, which follows an alternating yearly cycle of activities and topic coverage in order to cater for mixed age classes.
124. Resources are adequate and used efficiently to teach the planned curriculum Good use is made of the local environment, and the school grounds to extend learning. The school has successfully developed links with local companies and is involved in joint activities, which contribute to pupils' knowledge of science in their daily lives.

ART

125. The standard of work on display around the school is good, although on occasion this is not matched by the quality of pupils' day-to-day art work as reflected in the sample of pupils' recent work and in their sketch books. In Key Stage 1 standards are slightly above the national expectation especially in work using clay. Most pupils, including those with higher and lower attainment, often make good progress. However, the standard of work in Key Stage 2 is not as high and the standards reached are in line with expectations and pupils make satisfactory progress. The standards seen indicate a fall in attainment in both key stages since the previous inspection where standards in Key Stage 1 were high and standards in Key Stage 2 were above average.
126. In Key Stage 1 pupils use clay well to make representations of leaves. In the Reception and Year 1 classes, pupils roll and shape slabs of clay to make a tile on which they scratch a representation of a leaf. In Year 2 pupils extend this type of activity by cutting and shaping the clay into a three-dimensional leaf with curved edges and added veins, stalks and detail. Younger pupils mix powder paints in order to make observational paintings of leaves using a reasonable range of shades. In Reception and Year 1 pupils draw spring flowers and make repeating patterns of prints using fruits. Whilst not all observational drawings are of high quality, an appropriate range of activities is undertaken. The quality of work in Year 2 is often better. These pupils have used pastels and chalks to produce very effective drawings of parts of a winter tree, by using photographs as the starting point from which they extend the pictures using a mix of both observational and imaginative drawing. Recent

work includes activities extending paper techniques, where pupils cut, tore, curled and shaped a range of papers to produce good quality two-dimensional collages. Pupils have produced good quality pressed prints and portraits of themselves and friends.

127. In Key Stage 2 the quality and quantity of recent work is rarely good and some work shows only limited extension of skills in drawing and painting. In Years 3 and 4 pupils produced a contemporary portrait re-arranging the facial features and colours used to produce portraits in non-traditional styles. However, few pupils are able to identify any modern painters and are not aware if they were working in the style of a well-known painter. Pupils have produced Aboriginal style dotted pictures by applying paint with fingertips. Some of this work is good, although not all. Pupils' sketchbooks show they have produced sketches of shells, Celtic designs and a Buddha. Whilst this work is broadly satisfactory certain work lacks the progressive development of sketching skills. In Years 5 and 6 pupils produce paintings of characters and scenes from Romeo and Juliet. In their sketch books pupils produces sketches for their paintings and sketches of a still life, featuring work on transparency, representing bottles and sketches of historical artefacts.
128. The attitudes of pupils are good. Pupils enjoy art activities and share ideas and equipment happily. Pupils use materials such as clay sensibly and make efforts to keep their surroundings clean and clay free. Pupils appreciate the work of others. They enjoy discussing which clay tiles and leaves they like best and comment favourably on the teacher's skills in sketching.
129. The teaching of art in the lessons observed was mostly good. However, the sample of pupils' work, especially in sketchbooks indicates that there has been limited and inconsistent teaching of specific skills. This is illustrated in two similar lessons in Years 3 and 4. In one lesson the teacher showed the pupils how to hold the pencil with their finger at the end to aid control when hatching and shading and demonstrated to the pupils her own skills of sketching. This illustrated to pupils the standard to aim for. Whilst in a parallel lesson there was no demonstration or insistence on carefully observed work, which resulted in a lower standard of work. The planning of lessons is satisfactory but teachers' knowledge and understanding and expectations are variable.
130. The co-ordination of the subject is satisfactory. The art co-ordinator has a good level of skill in the subject and good use is made of her skills when parallel Reception and Year 1 classes change teachers for specific activities. However, the monitoring and evaluation of pupils' work has not always identified inconsistencies. This has allowed variations in standards to occur so that some work produced in Key Stage 1 is of higher quality than that in Year 6. Similarly staff have not identified whether opportunities for the older pupils are sufficient to ensure good progress is made in the development of specific skills. The school makes limited use of information technology to support work in art. The high quality of display around the school enhances the aesthetic appeal of the school environment and through the valuing of pupils' work helps to raise pupils' self esteem.

DESIGN AND TECHNOLOGY

131. Only a small number of lessons were observed during the inspection week. However evidence from a scrutiny of pupils' work, discussions with pupils and the subject co-ordinator suggests that pupils' standards of attainment at the end of both key stages

are in line with those expected for pupils of age seven and 11.

132. By the end of Key Stage 1, pupils design and make a cape. They list the materials that will be needed and the stages they would need to go through. They think critically about the best way of joining fabric together. For example, they said that stapling would not be good because it might scratch you or fall apart. They evaluate the final product and say how it might be improved, for example, by using gold and silver thread to make it look more suitable for Christmas. By the end of Key Stage 2, pupils generate a design for a purpose, for example, a bauble to hang on a Christmas tree. They think about how it will fit the intended purpose and evaluate the quality and effectiveness of the finished work.
133. All pupils, including those with special educational needs, make good progress in lessons in both designing and making and satisfactory progress over time as they move through the school. They learn how to use and select from a range of materials, how to handle a range of tools competently and how to plan and review their products. In Year 1, as part of a larger project of building a model playhouse, pupils succeeded in joining paper together in three different ways and combining straws and pipe cleaners together. Higher attaining pupils succeeded in joining all these items to make a window frame. In Year 4, pupils use their previously gained knowledge of pneumatic systems to generate ideas for designing and making a monster with moving parts.
134. The attitudes of pupils are good and they are well behaved. They show interest in their work and handle equipment safely and carefully. They listen to instructions attentively and respond appropriately. Older pupils co-operate well in group activities and respect one another's contributions.
135. The teaching of design and technology in the lessons observed was good. Teachers plan the work effectively and prepare resources well. They have a sound subject knowledge and manage and organise the pupils well. The pace of the lesson is brisk which results in pupils remaining on task well and making good progress. Due care is paid to health and safety issues.
136. The co-ordinator has good subject knowledge and is able to provide effective support to colleagues. There is a satisfactory policy and a newly acquired scheme of work in place. Assessments are appropriately undertaken to evaluate pupils' progress in design and technology and selected samples of work kept. Resources are good. There has been good improvement shown since the previous inspection report and the issues raised have been satisfactorily addressed.

GEOGRAPHY

137. No direct teaching of geography was observed during the inspection as the school teaches geography in blocked units during the course of the year. Information from teachers' planning, inspection of pupils' work and discussion with pupils and staff indicates that the range of National Curriculum requirements are progressively covered. Evidence indicates that standards are satisfactory and in line with expectations for pupils aged seven and 11.
138. The school has made adequate progress in addressing the issues identified in the last inspection. Low attaining pupils experience difficulties in retaining key concepts

particularly where the programme of topic coverage is delivered over a two year cycle to cater for mixed aged classes within both stages.

139. By the end of Key Stage 1 pupils effectively explore and map their surroundings. Pupils draw plans of their routes to school and have an adequate understanding of features within their local environment. They are aware of changes in weather conditions and make the link between weather and appropriate choice of clothing. Pupils describe attractive and unattractive aspects of their environment through the close study of their immediate locality and use appropriate geographical vocabulary.
140. In Year 2 pupils use plans, maps and globes and interpret them appropriately. They name a number of capital cities, countries further afield and features associated with them. Cross-curricular themes are particularly strong through the study of themes such as 'moving' in key stage two. Teachers encourage pupils to apply their geographical knowledge to other curriculum areas for example in history when they are referring to countries involved in the Second World War.
141. By the end of Key Stage 2 attainment is varied across the different classes but in the main meets national requirements. Higher attaining pupils are secure in their knowledge and understanding and very good use is made of visits to facilitate the study of different localities. The pupils compare and contrast life and facilities in India and undertake comparative studies of European countries through whole school projects. Pupils use co-ordinates with reasonable accuracy and, although they use a range of geographical terms, their knowledge of symbols and scale is less secure.
142. Progress is variable due to the blocked nature of the geography curriculum but is satisfactory overall. Discussion with pupils indicates that they do not retain sufficient knowledge to be secure in their understanding and use of enquiry skills as a result of the two-year cycle of coverage. Younger pupils are introduced to simple maps by looking at familiar places such as the classroom and playground. The majority of pupils have grasped the concept of a plan view and the features are easily identifiable and they use symbols and keys informatively.
143. By Year 6 pupils are confident about the use of maps and are engaged in detailed map work arising from their residential visit to Ivingho. The work of higher attaining pupils is generally more detailed though presentation skills are under-developed. Pupils with special educational needs make satisfactory progress and are well supported in their set tasks.
144. Pupils work collaboratively and co-operatively when collecting information about the local conditions from the school's own weather station and are able to support each other when logging data into a computer program. Pupils record information such as the length of journeys and time taken using a variety of charts and tables and analyse shopping patterns using information collected through a shopping survey. Information technology skills are used very well in support of such activities and provide a colourful record for pupils to interpret. Mathematical skills are used successfully in analysing data and making assumptions but spelling skills and writing structures gained through Literacy activities are not used sufficiently to enhance pupils' learning in geography.
145. The whole school scheme of work is good and individual lessons are planned to take account of the wide range of ability within the mixed-aged classes. Teachers match activities to ability groups very well and there is clear differentiation and expectation. The development of terminology appears less systematic but pupils are beginning to

use an increasing geographical vocabulary. The monitoring of planning is effectively carried out by the subject co-ordinator who offers advice and support to colleagues. There is a system for reviewing pupils' work, but the systematic monitoring of the teaching of geography is not sufficiently developed.

146. Overall the work the pupils produce is often poorly presented and this impacts on the continuity of learning. The pupils record their work in multi-subject topic books and on worksheets, which does enable them to easily refer back to previously acquired vocabulary and concepts and pupils cannot easily build on previous knowledge or skill.
147. Very good assessment is undertaken by teachers and the marking and annotation of pupils' work is gradually improving as a result of a recently introduced whole school initiative. A portfolio of work contains a range of evidence of geographical enquiry and sample assessments of pupils' work are detailed and levelled though remain apart from pupils' normal recording framework making it difficult for targets to be related directly to pupils. Resources are satisfactory and are sufficient to deliver the planned curriculum. Good use is made of the school setting together with the local environment and visits further afield enrich and enhance the curriculum and pupils' experience.
148. The subject co-ordinator and teachers have made some improvement since the previous inspection with greater emphasis being placed on the study of differing localities and the development of a more effective scheme of work. The issues of where and how to record work and the quality of presentation are still to be satisfactorily addressed.

HISTORY

149. Pupils of all ages and abilities attain the expected standards for their age and make satisfactory progress in history. Very little teaching was seen in the course of the inspection but sufficient evidence was available from pupils' workbooks and the subject portfolio to allow judgements to be made. The school has maintained the standards described in the previous report.
150. Pupils at the end of Key Stage 1 are developing an understanding of change over time. They are used to comparing objects such as bicycles from the present day with older machines. They are becoming confident in sequencing events such as Boudicca's revolt and in dealing with time. Pupils have studied events relevant to their own locality such as the advent of the steam railway. They learn about life and people in the past. All pupils in Key Stage 1 recreated a Victorian school day and showed insight in their understanding. They examine artefacts such as pottery and make detailed drawings to record their observations. They know some important historical figures such as George Stephenson and Florence Nightingale. Some pupils in Year 2 produced creative writing of high quality when expressing how they felt about being in a Victorian school. Overall, however, the organisation and recording of pupils' work is haphazard and does not show their efforts to the best advantage.
151. Pupils at the end of Key Stage 2 have a range of appropriate skills and are used to applying information such as in describing a Roman Villa as a House for Sale. They show empathy with people of other times, for example, when writing as evacuees. They examine artefacts in detail both in school and on museum visits. Pupils also

show good skills in conducting their own research into changes in post-war family life. The school encouraged them to undertake a survey among adults in their families about changes in each decade since the Second World War. They investigated areas such as shopping, holidays, food and fashion. The results provided a large evidence base from which pupils conducted their own research. Pupils are developing a good understanding of the strengths and weaknesses of different types of evidence and the dangers of generalisations. The presentation of pupils' work is enthusiastic but erratic in quality.

152. The quality of teaching and learning is satisfactory overall. During the inspection imaginative teaching enabled pupils to develop an appreciation of oral history. Teachers provide opportunities for pupils to experience history through a range of activities including visits to important sites such as the Chedworth Roman villa and Sulgrave Manor, specialist input about particular areas such as Ancient Egypt and the recreation of the past in costume. Topics are planned to encourage pupils to do their own research and teachers give good strategies for managing and recording findings.
153. In Key Stage 2, the pupils' use of multi-subject topic books to record work, which was criticised in the last report, has continued. Teachers' expectations regarding the presentation of work in these topic books are undemanding. Different subjects are not separated. Development over time is distorted and pupils cannot easily build on previous knowledge or skill.
154. The co-ordinator has a good over-view of attainment in the subject and has previously undertaken a whole school task to obtain a comprehensive assessment. A school portfolio is being built up containing samples of work correctly annotated and assessed against National Curriculum levels.

INFORMATION TECHNOLOGY

155. The standard of attainment in information technology at the end of both key stages is in line with national expectations. Pupils are making good progress, and improvements in the subject since the last inspection have been admirable. There have been obvious improvements in attainment, teachers' confidence and resources. A detailed assessment was done prior to a national initiative in 1998 and provided a sound baseline. The latest assessment shows good progress in both key stages. Pupils' attainment improved by up to two levels. The control and monitoring aspect of the curriculum is the least developed area but will be addressed in the summer term.
156. Pupils at the end of Key Stage 1 use the mouse and keyboard confidently and can enter text independently for example in writing letters to Santa. They select the programs they want from the desktop screen and are aware that information can be saved and retrieved. Pupils have used a branching database to identify specific fruits and make simple graphs. All pupils use a range of painting tools and produce creditable pictures for instance of the view from a train window. They give commands to control a floor robot and can record their own music on a tape recorder.
157. Pupils at the end of Key Stage 2 incorporate text and graphics and select font sizes, styles and shapes. They create pictures using a variety of graphic facilities for example making detailed representations of a Seder Plate as part of their work in religious education. Pupils regularly collect and enter weather data into a database and have created an information file about employment patterns in the area. They are

developing modelling skills through the use of a music program and they are also aware that modelling can be done with a spreadsheet. Pupils prepare a sequence of commands for a screen turtle. The school has previously been involved in a data-logging exercise with the local secondary school and the Year 6 pupils will take part in a joint project with National Power and the Rutherford Laboratory about remote sensing in the summer term.

158. Pupils' attitudes are positive. They work responsibly on their own and listen carefully to teachers' instructions. They are generally well behaved during whole class sessions but occasionally lose focus when their view of the monitor is restricted.
159. The quality of teaching and learning is good. Teachers are developing legitimate links between the use of information technology and other subjects. For example pupils use a music program to compose melodies and draw upon both information technology and music skills. In science teachers use appropriate interactive programs to reinforce pupils' understanding, for example, in assembling and labelling plants. Teachers give clear demonstrations and prepare good help sheets that allow pupils to work independently. Every class has a timetabled lesson for learning about information technology skills but the opportunities for pupils to apply and practise these skills are limited. A single task may still take several weeks for the whole class to complete.
160. The scheme of work is well considered for this school. It is still being developed but is securely backed by a comprehensive plan for progressive skill development. It is well rooted in the overall school curriculum and helping to raise pupils' attainment. The level of assessment in the subject is very good. Individual pupils' attainment is monitored against the skills sheet and there is a whole school portfolio which contains examples of work, correctly annotated and assessed against National Curriculum levels. Examples of pupils' work are now added twice a term to each pupil's Assessment book together with samples from the other core subjects. These together with regular audits provide a secure overall evaluation of the subject.
161. The co-ordinating team has a good over-view of the subject and is actively promoting improvement. The subject is well led. The school has taken full advantage of the National Grid for Learning initiative. Resources are of good quality and the ratio of computers to pupils is in line with national averages. Accommodation restrictions are hampering pupils' access to the computers. Although there are one or two computers in each teaching area, there is little scope for them to be grouped together so that more than a handful of pupils from one class can work at the same time. This also handicaps teachers who have to teach the whole class with one machine or repeat their input to a number of groups.
162. Support staff are regularly included in information technology training and teachers ensure that they are well briefed. The school is seeking ways of improving pupils' access and extending support by the use of specialist teachers and flexible use of support staff.

MUSIC

163. Pupils' attainment in both key stages is above average. The school has maintained the high standards identified in the last inspection report, and music remains a strength of the school. The good standards are due to the good and very good quality of teaching seen, teachers' good subject knowledge and enthusiasm; good resources

and a good scheme of work written to meet the needs of the school.

164. Pupils in Key Stage 1 sing energetically, even when unaccompanied. For example, when singing "My Grandfather's Clock" in assembly, there was no accompaniment, but the pupils sang in tune, using some actions and enjoyed performing for others. Pupils in Year 2 compose a tune of four bars, with four beats in a bar. They have a good understanding of notational representation and can name and include, within their compositions, notes of different length and time. They name a number of percussion instruments such as rain stick and tambourine, saying whether they shake, blow or vibrate. Musical language is well developed and high attaining pupils correctly use technical terms, such as tempo, beat, dynamics and duration.
165. Pupils' attainment in Key Stage 2 remains high and they make good progress. Pupils' singing is good; Year 5/6 pupils particularly enjoy harmonising when singing in parts. Their quality of singing is enhanced by their ability to listen to others whilst performing and through a good sense of timing and rhythm. Pupils in Year 3/4 used percussion instruments very well to perform their own composition based on 'The Elements'. They show sensitivity and a real feeling for the emotional aspects of their work trying very hard to interpret 'Water' and 'Storm' in a continuous theme using a good combination of timing, dynamics and range of instruments. Pupils show good musical skills in the many clubs and musical opportunities offered through extra curricular activities.
166. Pupils' attitudes to music lessons, are good. They look forward to them, show enjoyment, and work hard. They are able to organise themselves into groups quickly and then show good collaboration as they work together. Year 2 pupils' compositions were truly collaborative as pupils listened to each other's comments and opinions, offering mutual help and support when required. They listen attentively to music in lessons or assembly and are generous in the acknowledgement of the achievement of others.
167. The overall teaching of music is good, although some very good teaching was seen in Year 2. Teachers are well prepared. They have good subject knowledge and several have expertise when performing. This is particularly helpful in accompanying pupils, not only in lessons but during assemblies and club activities as well. Lessons are well focused, with clear learning objectives for the pupils. The good pace of lessons and variety of learning experiences maintain pupils' interest and desire to achieve. Teachers sometimes effectively use information technology, such as Music Explorer, in a Year 3/4 lesson, to provide pupils with additional opportunities and dimensions to musical composition. Some good teaching was also observed in group and individual activities, outside lesson times. The school makes good use of its resources. For example, a visiting New Zealand teacher has made a valuable and enjoyable contribution to the curriculum, by effectively teaching the pupils a range of Maori songs and actions.
168. The co-ordination of the subject is effective. The co-ordinator has produced a good scheme of work that provides a good curriculum offering clear guidance for all teachers. Planning is good and is carefully monitored. Similarly arrangements for the monitoring of teaching through observation of lessons are established. Provision has been made so that some teachers are occasionally supported in class. Extra curricular activities, include choirs at both key stages, recorder club and percussion club. These provide many additional opportunities for pupils to practise and improve their musical skills and pupils have the opportunity to perform in the school orchestra. There are also additional opportunities for pupils to receive specialist musical tuition through visiting teachers to the school. Resources are plentiful, of good quality and are readily

accessible to staff. However the shortage of tapes and CDs somewhat restrict pupils' opportunities of listening to a wide enough range of music.

PHYSICAL EDUCATION

169. It was only possible to observe two physical education lessons in Key Stage 1. These were both dance lessons and standards in both lessons were above average and the progress made was good. In Key Stage 2 the standards that pupils attain are in line with national expectations and progress is satisfactory. However, the standards in swimming are slightly higher and generally above average. There is no significant difference in the attainment of boys and girls and pupils with higher and lower attainment make progress that is appropriate to their previous attainment.
170. Pupils in Reception and Year 1 take part in warm up exercise prior to producing actions to match parts of the story of 'Where the Wild Things Are'. They make good attempts to skip, hop and make rowing movements. They are able to produce individual movements to illustrate parts of the story and then put these movements together in a sequence. They understand the impact of exercise upon their bodies. Pupils in Year 2 also take part in dance activities based upon the story of 'The Garden'. Pupils freeze on command, make good use of the space available and make strong, creative movements to emphasise moving the heavy magic stone. Pupils are able to sustain balances well and discuss the quality of movement and vote for their preferences in dance shapes.
171. In Key Stage 2 pupils have swimming lessons on a rota throughout the year, with the majority of pupils exceeding the 25 metres end of Key Stage 2 requirement. Higher attaining pupils in Years 3 and 4 swim 25 metres on their back and front with recognisable strokes. They are able to jump into the water and swim a width of front crawl and breaststroke. Average attaining pupils are able to swim a length of the pool though the quality of strokes is variable. Several lower attaining pupils are able to hold their bodies in a star shaped floating position for a few seconds. In Years 5 and 6 a good proportion of pupils swim two lengths of the pool using front crawl or breaststroke techniques. Higher attaining pupils practice tumble turns and hand stands on the pool floor with mixed success. Lower attaining pupils use floats to help them practice backstroke.
172. In Key Stage 2 movement, gymnastics and games lessons standards are average. In movement activities pupils select, refine and sequence ideas and actions by making simple choreographed movements in pairs. Pupils make good use of different levels to make high, low, twisting and curled movements on the floor and low apparatus. Older pupils are able to combine symmetrical movements together into effective travelling routines although some average and lower attaining pupils struggle to maintain the symmetrical balance of movements. Pupils in Years 5 and 6 develop reasonable strategies for playing team games through small-sided football games. Pupils make satisfactory progress in the use of space and most pupils make use of a passing plan to include all members of the team in each attempt at scoring. Pupils make satisfactory progress in their understanding of marking their opponents but skills in this activity and the progress made are very mixed.
173. The pupils enjoy physical education and most behave well in lessons even when slightly excited. Most pupils enjoy swimming and behave very sensibly with a high regard for safety issues. In most lessons when working in groups or with partners,

pupils show appreciation of the efforts of others. Older pupils respond positively to competition although very occasionally some boys are dismissive of the efforts of girls in football even when the girls take more notice of the tasks set and make better use of space and share their time with the ball more readily.

174. The quality of teaching is good. In swimming the school makes good use of a swimming teacher, class teachers and parental help. This is very well organised and greatly enhances the confidence of lower attaining pupils, with sometimes three adults in the water with these pupils. Teachers have good subject knowledge and manage pupils well. All teachers pay particular regard to safe working practices and encourage the pupils to evaluate their work. Very occasionally there is a lack of teaching of specific skills and some lessons are little more than practices of what the pupils know, understand and can already do.
175. The co-ordination of the subject is good. The co-ordinator has a high level of subject expertise in areas of the curriculum and has been instrumental in raising staff skills and confidence in teaching. The curriculum has breadth and balance and is enriched by a good range of extra-curricular sporting activities and clubs including outdoor games and gymnastics club.