

INSPECTION REPORT

FARNDON FIELDS PRIMARY SCHOOL

Market Harborough

LEA area: Leicestershire

Unique reference number: 119980

Headteacher: Mrs Joan Smith

Reporting inspector: Mrs Christine Field
9479

Dates of inspection: 30th April – 3rd May 2001

Inspection number: 192089

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Argyle Park
Market Harborough
Leicestershire

Postcode: LE16 9JH

Telephone number: 01858 464744

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Bev Field

Date of previous inspection: 20th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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9479	Mrs C A Field	Registered inspector		The characteristics and effectiveness of the school The school's results and pupils' achievements Pupils' attitudes, values and personal development Teaching and learning
9428	Mrs J Butler	Lay inspector		Pupils' welfare, health and safety Partnership with parents and carers
15414	Mr D R Carrington	Team inspector	Mathematics Information and communication technology Physical education	Leadership and management
6752	Mrs J Dickins	Team inspector	Science Geography History	Quality and range of opportunities for learning
12145	Mrs P Patterson	Team inspector	Equal opportunities English Art and design Design and technology	
2818	Mr G Warner	Team inspector	Special educational needs Provision for children in the Foundation Stage Music Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the southern edge of Market Harborough and serves its local community. There are 294 pupils on roll: 143 boys and 151 girls aged between four and eleven years. Most children's attainment on entry into reception is broadly average. Six per cent of pupils are eligible for free school meals, which is low compared to the national average. Two pupils have statement of special educational need; the proportion of pupils in school with special educational needs is average. There are no pupils in school who come from homes where English is not the first spoken language.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory quality of education for its pupils. The ethos is warm and caring, and relationships are good. Teaching has more strengths than weaknesses, and is particularly successful in providing pupils with a rounded education and enabling most to achieve well in national tests (SATs). The headteacher leads the school effectively and has the necessary drive and determination to continue to strive for future improvement. Governors are suitably informed about the life and development of the school and give positive support to senior management in setting the school's priorities. Finances are well-managed and best value principles applied appropriately. The school gives parents and taxpayers sound value for money.

What the school does well

- Children in the reception classes are given a good start to their education because of the good provision made for them.
- Good provision is made for pupils with special educational needs and they make good progress towards their individual targets.
- The standards pupils attain in SATs are above average in English and mathematics at the end of both key stages.
- Good teaching at Key Stage 1 ensures that pupils make good progress in English, mathematics, science and history and achieve good standards in their work.
- Pupils throughout the school make good progress in art and design, design and technology and music.
- Good community links and good extra-curricular opportunities enrich pupils' education, especially in supporting their social development.
- The strong links forged with parents support pupils' very good attendance and their good attitudes and enthusiasm for school and homework.

What could be improved

- Monitoring is not yet systematic or rigorous enough to enable the school to share the features found in teaching that enable the most effective learning for all pupils, especially the higher attaining pupils at Key Stage 2.
- There is inconsistent practice in teachers' planning and assessment that results in some pupils, especially high attainers not always being given suitably challenging work.
- The management of behaviour is inconsistent, and is not sufficiently focused on promoting pupils' self-discipline and personal development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress overall in rectifying weaknesses raised at the time of its previous inspection. A broad and balanced curriculum with schemes of work is in place for all subjects. There has been good improvement made to the quality of teaching and learning in religious education (RE) and geography. A real success story is the investment made into staff training, the upgrading of resources and brightening of the accommodation to ensure that children in the reception classes (which comprise the *Foundation Stage*) have a much-improved standard of education. A useful start has been made in establishing assessment procedures. There remains a need for assessment to be more closely tied into planning lessons that ensure all pupils are set sufficiently challenging work, especially higher attainers. A programme of monitoring has been developed that involves the senior management team in checking the quality of the school's performance in a variety of ways, but this work lacks rigour and is not systematic enough. Senior managers acknowledge that planning,

assessment and monitoring are three key areas for improvement. The inspection team judges that the school has the necessary capacity and resolve to further improve the quality of education provided for pupils.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	A	B	B	C
Mathematics	A	A	B	C
Science	A	A	C	D

Key

Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Similar schools are those with up to 8% of pupils eligible for free school meals.

The standards achieved in the 2000 SATs by eleven-year-olds were above average in English and mathematics, and average in science. When compared to similar schools they were average in English and mathematics, and below average in science. Standards in Key Stage 1 are above average overall, with test results showing a pattern of both boys and girls achieving above average when compared with pupils nationwide and in line with pupils in similar schools. Girls are generally achieving better than boys in the tests for eleven-year-olds. Trends over time show the school's rate of improvement mirroring that found nationally.

The standards of work in these subjects seen during the inspection were above average at the end of each key stage, though the achievement of pupils was inconsistent over the four years of the junior phase, particularly for high attainers.

Standards at the end of Key Stage 2 are good in design and technology, and music. Standards are satisfactory in art and design, information and communication technology, history, geography, RE and physical education (PE). The school has set realistic targets in Year 2 and Year 6 for improving the school's performance in the SATs this May and is on course to achieve them. Target setting in other years is inconsistent and this is a missed opportunity to support pupils' achievements positively over their time at school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. Most pupils enjoy school and are very keen to work hard and show real enthusiasm for learning. A small minority of older pupils have negative attitudes to their studies and this is causing the school concern.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave sensibly in class and at play. Some older boys behave unacceptably in lessons and take up too much of the teacher's time in managing the situation. This is an issue for the school to address. There have been no exclusions and this is testament to the school's commitment to educational inclusion.
Personal development and relationships	Satisfactory. Good relationships underpin the effective learning taking place for the majority. Most pupils are confident and have good self-esteem that is clearly seen when they take part in assemblies or school performances. There is no whole-school approach to promoting pupils' personal development consistently across the curriculum, however, and this is a missed opportunity.
Attendance	Very good. The level of attendance is well above average and punctuality is good.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	Satisfactory

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

Of the ninety-three lessons observed during the inspection, 30 per cent were satisfactory, 54 per cent were good, 13 per cent very good and three per cent unsatisfactory.

The quality of teaching is satisfactory overall; it is good for pupils in the Foundation Stage and Key Stage 1, and for those pupils with special educational needs. Teaching in English and mathematics is good overall. The skills of literacy and numeracy are effectively taught, though there are missed opportunities to promote pupils' speaking and listening skills across the curriculum. In all years good use is made of ancillary staff to support positively both teaching and learning. There are too many inconsistencies in planning, assessment, target setting and behaviour management that need ironing out if the quality of teaching and learning at Key Stage 2 is to be raised to a consistently good level. It is very clear from looking at pupils' work that teachers hold different expectations of how much good quality work should be completed. These inconsistencies are impeding the progress of some high attaining pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall and in better shape than at the time of the previous inspection. It is broad and balanced with a good extra-curricular programme. There is insufficient attention paid to planning challenging work for high attainers across the curriculum.
Provision for pupils with special educational needs	Good. Learning support staff work together very well with the co-ordinator in meeting the needs of these pupils. Individual education plans are well prepared and have precise and achievable targets that are regularly reviewed and revised.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. The school provides good opportunities for pupils' social development, for example through residential experiences and the school council. Good provision in art and design and music foster cultural development well but not enough attention is given to preparing pupils fully for a life in a multi-cultural society. The provision for moral development lacks consistent, well thought through procedures for promoting pupils' self-discipline. Pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Good attention is paid to welfare, health and safety matters. The school's assessment procedures of how well individual pupils are achieving do not take sufficient account of pupils' and parents' roles in supporting the next steps in learning. The procedures in place to promote positive behaviour lack cohesion.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The school is effectively led and managed. The headteacher has a clear vision for the future and determination to continue to strive for future improvement. Senior managers are united in their aims for the school's development but have yet to undertake systematic monitoring that identifies the features of the most effective teaching and learning taking place in school, and to use this information to share best practice.
How well the governors fulfil their responsibilities	Satisfactory. Governors keep in good day-to-day contact with the school and are supportive to staff. They are appropriately involved in setting development priorities and ensure that legal requirements are met. They manage finances efficiently and apply the principles of best value appropriately in their decision-making.
The school's evaluation of its performance	Unsatisfactory. A useful start has been made in establishing a whole-school approach to assessment. A comprehensive range of information about pupils' progress has been collected. It has yet to be rigorously evaluated by managers to support action planning and used consistently to guide teachers' planning.
The strategic use of resources	Good. All resources are used efficiently. Accommodation is cramped in places and staff work hard to limit the worst effects on pupils' learning. Noise transfer between classes is an issue that is not easily resolved. Specific funds, for example, for special educational needs and additional literacy work, are used well. The school spends slightly above average on the education of its pupils and most are well prepared for the next stage of their education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and are keen to do well. • Teaching is good and pupils make good progress. • The right amount of homework is set. • Parents are comfortable to approach the school with questions or problems. • The school is effectively managed and led. 	<ul style="list-style-type: none"> • Management of behaviour • The information provided about their children's progress • The way in which the school works with parents as partners in education

Parents' views of the school are good overall. The inspection team agrees generally with all the views expressed above, though teaching is not yet of a consistently good quality in Key Stage 2 and this affects the progress some pupils make over their time at school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- Children's attainment on entry is broadly average.
- The standards achieved in English, mathematics, science, design and technology and music are good at the end of Key Stage 2.
- Pupils make steady gains in all the other subjects they learn, though generally more could be expected of higher-attaining pupils.
- SATs results show that girls are outperforming boys to a significant degree at Key Stage 2.
- Target setting is not widespread throughout the school.

1. The school has given sound attention to improving academic standards since the time of the previous inspection. The headteacher has undertaken a thorough analysis of data and trends in performance and has tracked pupils' progress from entry to Year 2 to check how well baseline assessment and end-of-key-stage test results tie-up. A useful start has been made in ensuring that all teachers are aware of what pupils are likely to achieve, and what work should be set to raise their level of work in literacy and numeracy. Target setting in Year 2 and Year 6 is proving beneficial in securing that those capable of achieving at higher levels in SATs are given suitably challenging work. The school gives emphasis to boosting pupils' achievements in these years and also pays a lot of attention to preparing the pupils for the SATs. Results in the SATs have been increasing faster than the national average in all tested areas and there is no difference between the performance of boys and girls at the end of Key Stage 1.
2. By the end of Key Stage 2, girls are outperforming boys and the trend of improvement in standards mirrors that seen nationally. There are inconsistencies in the use of targets in different year groups and classes, and across the various subjects. This results in limited information being available to subject managers about the standards being achieved in other years and so there is imperfect information on which to build for improvement. The school has not yet given sufficient attention through its monitoring of work to see how well pupils learn over their time at school. The sample of work provided for inspectors clearly showed that the rates of progress pupils make in school are erratic in the junior-phase, especially for high attainers, and revealed a dip in early Key Stage 2 in writing standards, for example. However, managers have the drive and determination to continue to make the raising of academic standards their *Number One* priority and are ready to take the necessary action to iron out the inconsistencies. The school has set realistic targets for this year's Key Stage 2 SATs and quite ambitious ones for the year after.
3. Children are admitted to the school at the start of the school year in which they become five. A few children have more advanced skills in literacy and numeracy, and a few have lower level personal and social development than children of the same age in other primary schools, though the majority is average. The good provision made for children in the Foundation Stage ensures that they learn at a brisk rate all the time in all six areas of learning as set out in the Early Learning Goals. The result is happy, hardworking children who make good gains in their knowledge and understanding. Many of them are already working at the expected level and some at National Curriculum level 1, by the time they enter Year 1. Careful records are maintained in reception classes, and work is regularly assessed and annotated so that the progress children make is thoroughly recorded. Currently the school makes only limited use of this detailed knowledge to predict individual children's likely attainment at the end of Key Stage 1. This is a missed opportunity, as it would help teachers in Years 1 and 2 to set suitably challenging work for the different pupils they teach, especially high-attaining pupils. It would also provide information to teachers in Key Stage 2 about the profile of upcoming classes they will eventually teach.
4. Pupils aged seven years achieved above average standards in the SATs in writing, reading and mathematics last May when compared with schools nationwide. The results were average when compared to similar schools. Proportionally many fewer pupils than seen nationally or in similar schools reached the higher level 3 in writing and mathematics. Teachers' assessments of science show broadly average results. There were no significant variations between the performance of boys and girls.

5. The standards attained by eleven-year-olds in the 2000 SATs tests were above average in English and mathematics and average in science. Results were average in English and mathematics and below average in science when compared to similar schools. Pupils achieved above average results in English and mathematics at the higher level 5 and average results in science. The school's preparatory work in supporting pupils for the tests clearly boosted achievement as planned. The performance of girls in SATs at the end of Key Stage 2 is markedly better than the boys. The school's rate of improvement in standards mirrors that found nationally. The headteacher has analysed pupils' achievements in the test papers and highlighted areas for development. Extra attention is currently being given to improving pupils' writing skills. The school has not been able to put its finger on exactly why girls do so well in the tests but has recognised the negative attitudes that a small group of boys develop as they get older. In lessons, inspectors observed boys and girls working with equal enthusiasm in all years except Year 6, and to a lesser extent in Year 5. In practical subjects there was no issue concerning negative attitudes, both boys and girls demonstrated positive responses to the lessons. The school has been trying to motivate pupils by rewarding improved efforts but this approach does not appear to be working as well as managers had hoped. The school's monitoring of standards is not yet rigorous enough to illuminate where learning is best and why.
6. Inspection evidence shows that strengths in teaching basic skills ensure that most pupils make good progress in literacy and numeracy during their time at school. Throughout the school there has been positive impact on the achievements of pupils from the successful implementation of both the National Literacy and National Numeracy Strategies. Teachers make effective use of mental warm-up time to improve numeracy skills and use sessions at the end of lessons well to assess pupils' levels of understanding. However, many do not keep a written record of how well different pupils achieve on a daily or weekly basis. Literacy sessions typically begin with the sharing of text, and most teachers engage pupils' good working habits very early on by asking probing questions that stimulate thoughtful answers. It is usually the case that group activities are purposeful and productive times in which the majority of pupils get on well with their independent tasks. The practice of withdrawing lower-attaining groups of pupils for specific attention on building their phonological awareness is working effectively. The effectiveness with which high-attaining pupils are targeted for extended work is variable. Within planning there is currently too little reference to promoting opportunities for speaking and listening across the curriculum and this is an area for improvement.
7. Standards in science are above the level expected at the end of both key stages though progress in intervening years is variable. One strength observed in all lessons is the effective use of subject vocabulary. The best teaching is characterised by a lively manner that challenges all pupils, interesting tasks and a good work rate that sustains motivation and interest. In weaker lessons, pupils are given too little scope to discover things for themselves and the teachers are too focused on ensuring that pupils learn key facts about science rather than having opportunities for investigative or experimental activity. Target setting in science is not undertaken to the same degree as in English and mathematics and this is a missed opportunity to support pupils' achievements over time.
8. Current standards in ICT are at the expected level at the end of the infants and juniors. Contributing to this picture are good standards at eleven in word processing, data handling and the use of spreadsheets. Because much work in ICT is taught in small groups the pupils benefit because they have more intensive instruction and help, often from volunteer helpers. Thus, basic skills in ICT are taught regularly and effectively to all pupils.
9. Standards in DT are above the level expected at the end of both key stages. It is clear that pupils build skills, knowledge and understanding at good rates on the whole. This applies to the planning, designing and evaluating stages of the work as well as the making stage. Pupils experience the range of factors that make up DT, not just the excitement of making a successful end product. In so doing, pupils make very good progress in developing their skills. A strength of provision is in how the experiences pupils gain in design work are dovetailed into work in other subject areas.
10. Pupils' attainments in art and design and history are above the level expected at seven years and at the expected level for eleven-year-olds. Teachers provide a wide variety of interesting activities for pupils in art and design: there are real strengths in the quality of pupils' observational drawings that reach a high standard. In history there is some good development of skills as the topics chosen are lively and stimulate pupils' good involvement. In lessons in some junior classes, however, too closed questioning

inhibits pupils from voicing their own opinions or developing arguments based on what they have learnt from history.

11. Pupils' attainments in geography, by the age of seven and eleven are in line with the standards expected. However, in some year groups there is an over-reliance on worksheets that results in a flattening out of achievement. The school provides interesting topics for pupils to learn about; for example environmental issues. In an assembly pupils demonstrated good awareness of the dangers to hedgehogs that the connecting plastic on ring pull cans has if they get tangled up. Pupils show a good sense of social responsibility in recognising these dangers and fundraise for charities to support the good cause.
12. Pupils in Key Stage 1 attain standards above those expected in music. Pupils of all abilities make good progress throughout Key Stage 2 and reach above the level expected by the age of eleven. Instrumental string, brass and woodwind tuition, together with choir, recorder and percussion groups have a positive impact upon the standards of high attainers. These pupils achieve well and demonstrate maturity and a genuine love of music.
13. Pupils attain the expected standards in PE by the age of seven and eleven. Infant pupils are given appropriate opportunities to learn gymnastics, dance and games. They grow in confidence and move with increasing grace. They learn to use space effectively, alter the pattern of movement or balance to match the instructions given them and take increasing account of the need for a warming-up and cooling-down period and safety in movement. Pupils in junior classes extend learning about the effects of warming-up and cooling-down on their own metabolism. Sound links to science and health education are made in such work. Skills and knowledge in swimming, adventurous pursuits and a range of games activities are built well. Pupils show much improved performance in team games such as football, netball and rugby after the careful teaching of skills, as seen both in lessons and out-of-school training sessions.
14. Standards in religious education are in line with the expectations of the locally agreed syllabus at seven and eleven years. A well-balanced curriculum ensures that pupils learn in sufficient detail about Christianity and other major world faiths. Some good teaching about Noah and his preparations before *The Flood* painted a vivid picture of what went on for pupils in reception, and assisted them in gaining accurate insights into the Christian faith. There has been good improvement in the provision made for religious education since the time of the previous inspection when many weaknesses were reported.
15. The good additional support provided for pupils with special educational needs enables them to do well. Pupils with particular gifts or talents are sometimes set challenging work to do, though this depends to some degree on individual class teachers and is inconsistent. The next task for the school to tackle in its bid for improving standards is to set challenging targets for pupils in all years, especially high attainers. The identification of higher-attaining pupils as a group would assist the school in monitoring how effectively these pupils are learning. There is good practice already in existence in setting targets that are reviewed and revised regularly for those pupils with learning difficulties that could inform the work required to ensure that pupils at the other end of the ability spectrum are given a good deal in school too.

Pupils' attitudes, values and personal development

- Pupils enjoy school and most are keen to work hard with real enthusiasm for learning.
- A small minority of older pupils have negative attitudes to their studies and this is causing the school concern.
- Good relationships underpin most pupils' successful learning.
- There have been no exclusions and this is testament to the school's commitment to educational inclusion.
- Pupils have very good levels of attendance and their punctuality is good.

16. The good features of pupils' behaviour and attitudes to school, reported upon when the school was inspected previously, are still in evidence today. There have been no exclusions in recent years. The majority of pupils are happy at school, keen to work and have good levels of maturity and self-confidence. Relationships between pupils are good. The school is harmonious and free from any racial tension. Most pupils are taking full advantage of the effective education being provided. The majority of pupils are well on their way to becoming responsible future citizens.

17. There are one or two older boys, however, who are not showing the same positive attitudes to their work, or to school in general, and the school is justifiably concerned about this. In discussion with pupils, many of whom comprised the school council, it became apparent that from Year 4 onwards there is a sense of some pupils' feeling different because they are very keen learners, and sometimes are called names because of this. They were adamant that the school is taking this seriously, and trying to do something about it. Parents, on the whole, are pleased with standards of behaviour, though a few drew inspectors' attention to the inconsistencies between teachers' management of behaviour and the potential for boisterous behaviour at lunchtime. The inspection team agrees that establishing procedures for managing behaviour positively and consistently throughout the school, so that both teachers and pupils are very clear about what is expected at all times, would be a useful improvement. There were no instances of bullying observed during the week of inspection and behaviour at lunchtime and break was good-natured and trouble free.
18. Children under five who start in one of the two reception classes soon settle into school routines and respond positively to the expectations for behaviour. They quickly gain in confidence as a result of the good provision that instills in them good attitudes to learning. Most pupils in both key stages are polite and friendly, follow a clear moral code and show care for one another, their belongings and school property. They are willing to help with jobs, such as assisting at lunchtime, organising resources for learning, arranging charity fund-raising and collecting tokens to be exchanged for books for the school. Pupils develop personal and social skills soundly. However, it is apparent that they see the school's systems in supporting this as more *stick than carrot*. In discussion with inspectors there was little reference to the reward systems in place to motivate effort and high achievement. In contrast, pupils readily brought into conversation the 'spot-book' in which the deputy headteacher logs the names of those pupils who are sent to him by class teachers to explain their misbehaviour. Some expressed concern that their names might go into the book and saw this as the worst thing that could happen to them. The school council comprising democratically elected representatives from Key Stage 2 classes is a good sounding board for others' views and Council members are confident to voice their opinions of what improvements should be made to the school. They, and many others, are good ambassadors for Farndon Fields.
19. Pupils show good levels of independence when given the opportunity. For example in a science lesson in Year 1, pupils worked collaboratively as they built electrical circuits. They predicted what they thought would happen and then tried a variety of ways of making the circuit complete so that the bulb would light. There was real enjoyment and a sense of pride in achievement when, with little adult support, they accomplished the task successfully for themselves. In writing up, pupils showed good knowledge about the experiment and some used words such as 'exposed wire' when labeling the diagram as they remembered the teacher using this terminology. In the round-up discussion with the teacher, pupils shared their experiences and were confident to reflect on their own learning, and knew what they needed to do next to improve.
20. Attendance rates are well above the national average for primary schools and are supporting positively pupils' achievements. Most pupils are punctual in arriving for school, allowing sessions to start on time and continue without interruption.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- Teaching is better than it was when the school was previously inspected.
- Teaching is satisfactory overall; it is generally good from reception to Year 2 and in Year 4 and Year 6.
- The skills of literacy and numeracy are effectively taught, though there are missed opportunities to promote pupils' speaking and listening skills across the curriculum.
- Teaching is good for those pupils with special educational needs.
- Support staff make a good contribution to both teaching and learning.
- The features of the most effective teaching to be found in school have yet to be sufficiently shared and inconsistencies ironed out.

21. Teaching is better than it was when the school was previously inspected. This has not come about by accident but by the determination of the headteacher who set a target of 100 per cent satisfactory or better teaching and half to be at least good. Weaknesses identified in the 1997 inspection report, concerning the teaching of children under five and deficiencies in teachers' subject expertise in religious education and geography, have been sorted out through an effective programme of staff and curriculum development. New members of staff have brought fresh approaches that complement the skills of those who have been at the school for some time.
22. The quality of teaching is satisfactory overall; it is good for pupils in the Foundation Stage and Key Stage 1, and for those pupils with special educational needs. Teaching in English and mathematics is good overall. The skills of literacy and numeracy are effectively taught, though there are missed opportunities to promote pupils' speaking and listening skills across the curriculum. Pupils throughout the school make good progress in art and design, design and technology and music because of the worthwhile experiences teachers are providing. In all years good use is made of ancillary staff to support positively both teaching and learning. Of the ninety-three lessons observed during the inspection, 30 per cent were satisfactory, 54 per cent were good, 13 per cent very good and three per cent unsatisfactory. Three unsatisfactory lessons were observed in Key Stage 2 in English, geography and PE because of the limited progress pupils made. This was largely due to weaknesses in planning and organization, and too little focus on what pupils were expected to know, understand and be able to do by the end of the lesson.
23. A good balance is achieved in the various methods used to engage pupils in effective learning overall, though there is a much narrower range of teaching methods used by teachers in the juniors. Some teachers are locked into a didactic teaching style that was observed to be successful in passing on knowledge to pupils, but often limited the potential for some higher attainers to develop their understanding and refine research and enquiry skills by finding things out for themselves. The sample of work provided by the school showed that in some years too little attention is given to setting different work for pupils of differing abilities and so, for example in creative writing in early Key Stage 2, much of pupils' work is very similar. Pupils' progress is steady overall because teaching is more often effective than not, but slows down at such times (especially for high-attaining pupils) and results in a leveling out in standards.
24. Planning is undertaken conscientiously by all teachers and the school has continued to refine the way it plans in English and mathematics. The current system that guides literacy lessons is not yet working effectively and is due for more revision. In lesson planning a sharper focus is required when teachers set learning objectives. Teachers are much more confident in their assessment of pupils' achievement, though there is still room for improvement in tracking the gains pupils make in lessons and taking this more into account when planning future work.
25. Teaching is always good in the Foundation Stage and results in the youngest children in school making good progress in all areas of their learning. This is largely because staff are very focused on different children's needs, and set work that provides a suitable level of challenge. Good interactions ensure that the children are supported when necessary and enabled to take the initiative as appropriate. The methods staff employ are geared to enabling the children to 'learn by doing' and this approach stimulates their personal development successfully as they gain in maturity and confidence to 'have a go'.

26. Teaching at Key Stage 1 is good overall. It is more consistent at this key stage than in Key Stage 2 because teachers tend to share their practice more. The range of teaching methods is wider at this key stage than in the later stage, and takes good account of encouraging pupils to work independently. Teachers have good expectations of what different pupils can achieve, and target their questions skillfully to draw out pupils' responses and deepen their thinking skills. There is good management of pupils in Key Stage 1 and satisfactory management overall at Key Stage 2. In some lessons, a few older boys were observed to challenge the teachers' authority time and time again. In the absence of a whole school approach, different teachers took their own line and met with varying degrees of success in keeping these pupils' learning on track. It was noticeable from the class observations undertaken during the inspection that these pupils behaved sensibly and made better progress in the lessons that involved them in practical activity, for example when problem-solving during an orienteering lesson.
27. Basic skills of literacy and numeracy are taught well throughout the school, resulting in good standards of reading, writing, good mental arithmetic and other numeracy skills. The school has invested much time in eradicating the relative weakness in writing that the analysis of test papers showed up. Teachers now focus well on developing these skills in classes, with appropriate focus on sentence structure, punctuation, story construction and neatness of writing. Skills development throughout the school is good overall. Speaking and listening skills, though at expected levels for all ages of pupils, have the potential to be more advanced. In music, religious education and design and technology for example, literacy skills are generally appropriately extended by teachers using advanced language as part and parcel of their everyday debate and discussion with pupils. There is good promotion of technical vocabulary in most subjects and this is a positive feature. In some junior classes the opportunities for open-ended discussions are limited, however, by the readiness of teachers to accept one answer. The next step in developing pupils' literacy skills is to give emphasis to promoting opportunities for purposeful talk across the curriculum. Numeracy skills are effectively integrated into many other lessons. For instance, in design and technology and science, pupils use their mathematical skills very well to estimate, to measure accurately and to produce graphs. The use of these skills is enhanced further by the good challenges in lessons, especially in the way in which pupils are given problems to solve, for example in PE, science and mathematics, or areas to investigate in design and technology and music.
28. Skills in ICT are being appropriately developed for pupils under seven, using the new technology teaching suite and with good input from voluntary helpers or learning support assistants. Here, basic skills of logging on, saving work and using different programs are good. Older pupils, who have not had the sustained benefit of the suite, make steady progress overall but have developed good word processing and data handling skills.
29. The teaching of pupils with special educational needs is good. Teachers know their pupils well and their needs very well through regular assessments of their capabilities, and this helps them plan effectively with appropriate challenges and tasks. Individual education plans have appropriately detailed targets, mainly in literacy and numeracy. Staff ensure that pupils with these needs move towards their targets successfully. This is done by taking small groups for additional lessons in basic skills, or by ensuring that they receive work appropriate to their need in lessons. In some lessons, teachers actively encourage pupils with special educational needs to take part by giving them specific questions to answer in oral sessions, or by giving them specific tasks with other pupils. Higher-attaining pupils, including those with special gifts or talents, do not benefit from the same level of attention as uniformly as pupils with special educational needs. The school has yet to identify these pupils so that their achievements can be monitored. Overall, higher-attaining pupils make steady progress but the rate of learning over time is variable. Planning is not yet sufficiently focused on identifying clearly the anticipated learning outcomes for higher-attaining pupils. This is an area for improvement. In order to raise standards, some older pupils benefit from additional classes in numeracy and literacy to help boost their levels of achievement as they approach the SATs.
30. Strengths in teaching throughout the school include:
- secure subject knowledge across the curriculum that supports pupils in acquiring accurate information upon which to develop their knowledge and understanding,
 - generally good relationships that result in pupils' applying themselves well, wanting to do their best for their teachers and vice versa,
 - good choice of topics that stimulate good levels of interest because the teacher chooses tasks that are lively and imaginative,

- good use of homework that teachers set regularly to provide additional opportunities for pupils to extend their self-study skills.
31. Weaknesses in teaching largely centre around inconsistent practice between teachers and across the school. The best practice seen in school is not being sufficiently shared. Weaknesses include:
- inconsistent practice in the planning of lessons, and the use made of assessment to ensure that work is set at the right level of challenge for all pupils, especially high attainers,
 - inconsistent expectations of how much good quality work should be completed,
 - variable marking which, at its most successful, rewards effort and achievement and shows clearly how work may be improved, but at its least successful does not give sufficient feedback and is only ticked.
32. There is limited use of target setting in subjects, other than English and mathematics to support the achievement of pupils and their knowledge of their own learning. There are too many inconsistencies that need ironing out if the quality of teaching and learning is to be at a good level. Senior managers have yet to undertake monitoring that identifies the features of the most effective teaching and learning taking place in school and to use this information to make improvement.
33. Very good lessons were seen across the school in a range of subjects including English, science, design and technology, religious education, and music. The outstanding features of these lessons included:
- very well-chosen topics with clear expectations of what it is anticipated will be learned, such as in a Year 4 literacy lesson, where pupils delved into the story of 'Beat the Bully' and were asked probing questions by the teacher aimed at extending their knowledge and understanding of story-line and plot, whilst also deepening their moral understanding of what it feels like to be bullied.
 - providing pupils with time and space for deeper thought and reflection in a Year 5 and 6 lesson using African music, in order to generate high levels of creativity and imagination, resulting in everyone singing and clapping the rhythm accurately and with immense enjoyment.
 - using artefacts and other visual aids to bring lessons alive in religious education and design and technology lessons. For example, in a Year 1 and 2 combined lesson about Judaism pupils were stimulated to find answers to challenging questions, which tested their thinking and understanding to a high degree.
34. These very good features of teaching result in a very broad and wide understanding being developed. Homework is used well in all classes to extend learning where appropriate. Pupils often ask for work to take home, and there is plenty of evidence in books of pupils' working well beyond the limits of the original task set. Year 6 pupils receive appropriate amounts of work to complete at home, and this is adequate preparation for their forthcoming transfer to secondary school.

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

- The curriculum is in better shape than at the time of the previous inspection.
- There is good provision for the youngest children and for those with special educational needs.
- Not enough attention is paid to planning suitably challenging work for high attainers across the curriculum.
- A lack of effective monitoring leads to too much variation in planning between classes.
- A good extracurricular programme adds to pupils' skill development and knowledge.
- Good opportunities are provided for pupils' social development, however the provision for pupils' moral development lacks consistency.
- Good provision is made in art and design and music to support pupils' cultural; development but more needs to be done to prepare pupils fully for life in a multi-cultural society.

35. At the time of the previous inspection the curriculum was in need of much improvement because of many shortcomings. These have largely been addressed and the curriculum is now satisfactory overall. Regular monitoring of planning by senior managers makes certain that all subjects are given appropriate coverage and that the time available is enough. On the other hand, no-one is monitoring curriculum planning on a regular basis to check for continuity and progression in learning and this is a missed opportunity to share best practice. Good provision is made for the youngest pupils and for those with

special educational needs. The main aspect that requires further improvement is the more effective use of assessment information to improve short-term planning. This is necessary because, in too many lessons, work for high attaining pupils lacks sufficient challenge and they do not achieve as well as they potentially could.

36. Provision for the children in the reception class is now good. There is a considerable improvement in the quality of the curriculum since the previous inspection and this ensures that these children make an effective start to their school life. This in turn leads to better than expected standards in reading and number work by the age of five. The provision for pupils with special educational needs is good because the learning support staff work together very well with the co-ordinator in meeting the needs of these pupils. Individual education plans are well prepared and have precise and achievable targets that are regularly reviewed and revised.
37. Effective provision is made for the development of literacy and numeracy skills at Key Stage 1 and 2 and pupils add steadily to their skills and knowledge, though there are few examples in planning for speaking and listening to be promoted across the curriculum and this is a missed opportunity.
38. The school provides for all the subjects of the National Curriculum and offers worthwhile learning experiences across all areas. There are some equal opportunity issues in relation to the curriculum because subject leaders do not monitor learning experiences sufficiently. For example, there is some repetition across Years 2 and 3, some aspects of subjects, for example map-work in geography, are underdeveloped and pupils across the school are frequently withdrawn and reintegrated into lessons.
39. Sex education and drugs awareness are dealt with effectively, but improving the provision for personal, social and health education and citizenship are high on the school's agenda and this is appropriate. The provision for art and design, and music adds colour and variety to the work of the school and provides good opportunities for pupils to perform, which adds to their personal development. However there are also missed opportunities, in assembly for example to promote pupils' spiritual development through an appreciation of music. The school community is from white British heritage and this is reflected in the images displayed around the school. There are opportunities in English, music, history and art and design to learn about other cultures, but little is currently being done systematically to promote racial equality and the school lacks a policy to guide and co-ordinate work in this area.
40. The school has identified that the provision it makes for pupils' moral development lacks consistency. Teachers manage pupils' behaviour for the most part appropriately but the systematic promotion of self-discipline is a weakness, particularly in Year 5 and 6. By contrast there are many good opportunities to promote pupils' social development through the programme of extracurricular activities, school council, educational visits and involvement with the senior citizens in the community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- The school is happy and caring and relationships are generally good.
- Good provision is made for pupils' health, safety and welfare.
- Assessment procedures are developing but practice is inconsistent.
- Procedures for the management of behaviour are unsatisfactory because of the absence of a whole-school approach to consistently promoting positive behaviour.
- The monitoring of attendance is good and is effective in establishing the reason for absence on the first day a pupil is away from school.
- Good provision is made for pupils with special educational needs who receive good day care.

41. Since the last inspection the school has maintained its caring environment in which all adults place a high priority on the happiness and welfare of the pupils. The school makes good provision for the health and safety of its pupils, ensuring that regular risk assessments are made and providing a good level of first aid cover. Procedures for child protection are in place and follow local area guidelines, but staff have not had any recent training.
42. The school pays careful attention to the specific needs of those pupils with special educational needs and makes good provision for them. It involves all staff in establishing their individual education plans so that everyone is aware of what should be done to meet needs appropriately. There is a cohesive system

of deploying support staff so that pupils receive equal amounts of support to their level of need, for example a child with cerebral palsy pupils receives individual support. Pupils on stages 3 to 5 of the register receive some withdrawal support on an individual or small group basis, pupils on stages 1 and 2 on the register mainly receive in class support from well informed and trained support assistants.

43. The ways in which staff monitor the academic and personal development of pupils, and then offer appropriate support and guidance, are satisfactory. The strengths lie in the fact that class teachers know their pupils well, and support staff are particularly adept at meeting the needs of their designated pupils. The school has also improved its systems for assessing pupils since the last inspection, and now has a common approach in all subjects, with the ability to track pupils' progress clearly. However the practice between teachers is still inconsistent, but continuing to improve. When assessing pupils' work, teachers are making better connections with National Curriculum levels, but it is clear that pupils are not always sure how well they are doing, or what they need to do to improve. Some pupils in Years 2 and 6 have been given personal targets to help them prepare for their SATs, but this practice is not widespread throughout the school. There is still a weakness in the way in which teachers use assessment information to plan the next step of learning for pupils. This is particularly apparent in the lack of challenging work for the higher- attaining pupils in some classes.
44. Procedures for promoting and monitoring personal development are rather inconsistent, particularly in the management of behaviour, which is judged to be unsatisfactory overall because of the absence of a whole-school approach to promoting positive behaviour. Parents feel that the school succeeds in helping their children to become mature and responsible, but some expressed concerns about the ways in which certain teachers managed their pupils. The school has identified that a small number of boys in Year 5 and 6 have become disaffected in their studies and inspectors share the school's concerns. The inspection found that the promotion of good behaviour and the illustration of good role models was not sufficiently emphasised, with the result that in a few lessons noisy restlessness hampered learning. Although there is a range of reward schemes, both whole-school, and class based, inspectors did not see these schemes in use. The school responds immediately to any reports of bullying, or anti-social behaviour, but pupils feel that with the current layout of the playground, unstructured play leaves some feeling intimidated. The school has responded well to these concerns and through the School Council has designed an improved playground area for which funding is being sought.
45. The monitoring of attendance is good and is effective in establishing the reason for absence on the first day a pupil is away from school. Other aspects of pupils' personal development benefit from a range of initiatives from first aid classes after school, to opportunities to develop confidence and a sense of social responsibility as older pupils help younger children at lunchtimes, or hosting events for senior citizens. However, this area of the curriculum is not co-ordinated, nor given a specific place in the timetable and this is a missed opportunity.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

- Parents' involvement in the life and development of the school is a strength.
- Strong links support positively pupils' very good attendance and their good attitudes and enthusiasm for school and homework.
- The school provides some very good information for parents, however some written pupil progress reports for parents are not up to the mark.
- The school could involve parents more in helping their children achieve their targets.

46. The rich contribution of parents and the community to school life found at the last inspection continues to be a strength which underpins the standards achieved by pupils. The strong links forged with parents support pupils' very good attendance and their good attitudes and enthusiasm for school and homework. Parents' views of the school are good. They particularly value the way their children like coming to school, and feel that the teachers' high expectations help the pupils to make good progress. However a few parents have strongly felt views that the school does not work closely with them, and this is an area which the school needs to address. Parents find the school approachable and they are keen to attend parents' evenings and class-led assemblies.
47. Overall, parents' contribution to their children's learning is good, with many volunteering to help in classrooms, and most supporting homework tasks like reading and finding out information. The school

misses the opportunity to involve parents even more effectively by not doing enough to share ways in which they could help their children improve towards small ongoing targets.

48. The quality of information provided for parents is satisfactory overall but has some very good features. In particular the governors' annual report to parents is a real treasure house of pupils' thoughts about the school, used to illustrate reported aspects of school life. The frequent newsletters are well designed and an effective way of keeping parents up to date with school activities. However the annual pupils' progress reports, which had weaknesses at the last inspection, are still needing improvement. The computer-generated style allows a detailed description of the areas of work covered and the personal goals achieved, but the presentation is often flawed through inadequate checking. Actual progress in relation to national levels is hard to ascertain. Although there is a target for improvement set at the end of the report, it is often not clear in the subject areas where improvements could be made.
49. The school clearly values its strong links with parents and goes to some lengths to involve them in social activities such as the recent family fun day, and competitions like that for decorated Easter eggs. This effort is repaid by an enthusiastic and generous response to fund-raising led by the PTA. The pupils' learning and playing environment has been improved by several resources purchased with these funds, including eight computers.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- The satisfactory management and effective leadership identified in the 1997 inspection report have been successfully sustained.
 - The ethos of school is warm and caring and the appropriate aims are being actively pursued.
 - Monitoring processes and the evaluation of data are not yet used rigorously enough to illuminate clearly the strengths in teaching, learning, planning and assessment and behaviour management, for example, to bring greater improvement and iron out inconsistencies.
 - The target setting process is bedding in soundly, but has to be refined to ensure the work to boost standards is spread evenly through the school.
 - The school spends slightly above average on the education of its pupils and most are well prepared for the next stage of their education. The school provides sound value for money.
50. In 1997, the school was judged to be led effectively and managed satisfactorily. A number of issues concerning management remained for improvement, but governors, the headteacher and senior managers were judged capable of bringing the necessary advancement. Since that time, the provision for children in the Foundation Stage has been much improved, a programme of monitoring has been implemented, the curriculum strengthened and the general quality of education has been improved. This has contributed to the gains in attainment made, so that standards are now above average overall. However, there are still a number of issues to be resolved.
51. The headteacher manages and leads the school effectively. She has a clear vision of what she wants the school to achieve and has been successful in drawing all staff more into the process of school improvement and collective accountability for the school's performance. Targets relating to performance management have recently been set and are seen as a positive feature in supporting pupils' progress. The deputy headteacher and other senior managers assist her capably in the overall management of the school and they use their individual knowledge and talents to gain joint insight into the school's strengths and weaknesses. There is still work to be done to weld senior managers together as a team which is influential in driving school improvement, but the start has been made.
52. Co-ordinators manage their subjects satisfactorily. There are inconsistencies in the approach taken to some areas of their responsibility because there is not a coherent whole-school interpretation of what the role, responsibilities and duties of co-ordinators should be. Individual members of staff work hard to develop their subjects, but in many cases this is done independently of the efforts of other members of staff. Sometimes, decisions are imposed rather than agreed, thus reducing understanding and knowledge of management systems and procedures. Much of the work of co-ordinators revolves around resource and curriculum issues and not enough emphasis is given to the checking and evaluation of standards and the quality of education.

53. The special needs coordinator is well informed and committed to the work that is carried out with the special needs pupils. She is instrumental in leading discussions prior to the well-devised individual educational plans being completed. As a result of this competent leadership the plans contain precise and manageable targets that are subscribed to by all involved in meeting pupils' needs. As everyone is involved in compiling the plans, support staff and class teachers feel joint ownership of them. Support staff are deployed efficiently by the co-ordinator who is their line manager. Funding is spent thoughtfully. Resources are sufficient to meet pupils' needs.
54. The governors have an appropriate role at the centre of school management. They are suitably informed about the work of the school and a number of them are in day-to-day contact. Some governors monitor the work of the school directly and write and share with staff the reports on their observations. Governors meet most of their statutory duties and the information they publish for parents is very informative and presented in a very lively way. The governors are increasingly asking the questions that matter, as they probe how well the school is doing in relation to other schools and check to see that decisions bring the anticipated benefits for the pupils. In this way, the principles of best value are applied appropriately.
55. Much data is collected to assist managers in evaluating how well the school is doing. Information is gathered from classroom monitoring, assessment and planning and is recorded appropriately. The interpretation of this copious data is flawed, however. Too often, key points are missed and so strengths and weaknesses are not identified or communicated clearly enough and good practice is not shared on a regular basis. The school has made a promising start to self-review and evaluation but now has to focus on the shared process of following through the findings.
56. As an example, the process of target setting points up the mix of strengths and shortcomings to be found in school. The school has worked hard to set carefully judged targets for attainment at the end of Year 6. These targets are demanding, but through the effective work to boost pupils' performance in English and mathematics, they have been achieved well in recent years and standards are above average. It is evident that the success here, whilst rewarding, has rested on measures to lift standards in the final year before the SATs. Work to spread responsibility and workload among staff in the business of raising standards is a more recent innovation. Whilst a satisfactory beginning has been made in setting up *curriculum trackers* to enable teachers to log what is being learned in subjects, the process of setting targets for intermediate years and then for particular groups of pupils is in its infancy. Thus, inspectors' evidence for the good progress of pupils with special educational needs or the erratic progress of high-attaining pupils has not been identified with enough clarity by the school. There has been little attention so far given to identifying who in school has particular talents or gifts that need to be consistently provided for, despite there being allocated responsibility for a member of staff to lead on this. Within management, there is an intuitive feeling that the school serves the interests of special needs pupils well and that it can do better to encourage and extend the highest attainers and to manage the provision for them. Hard evidence to support these judgements of senior staff is less well recognised because the information collected is not analysed rigorously enough.
57. Pupils gain good benefit from the way in which the school manages and uses all the resources available to it. The accommodation is adequate for the demands of the curriculum and number of pupils, but it is cramped in places. Good improvement has been made to the accommodation for children in the Foundation Stage, where parents have raised much money for refurbishment and decoration. The school is a warm and caring place and there is a happy working atmosphere about the place. The budget is put to good use in the interests of the pupils and the additional funding for pupils with special educational needs and other purposes is used fully as expected to bring better progress and attainment. The school bursar has a central role in the management of resources and she undertakes her duties very successfully.
58. The headteacher and senior managers are keen to eliminate the shortcomings identified in this report. They have identified some of the issues themselves in their school improvement plan. This has appropriate priorities and forms an effective cornerstone to school improvement. The other issues here have been accepted, and managers are ready to make changes. The spirit for improvement is present and this is shared amongst staff. Key management procedures now have to be shared more effectively in this same spirit so as to achieve a positive culture of on-going, self-critical review that will support school improvement. This will enable the school to move the sound value for money it gives to good value.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In their work to raise standards further and to improve the quality of education at the school, the governors, headteacher and staff should:

1. Establish a system of rigorous monitoring and evaluation that will:

- track carefully the achievements of higher attaining pupils and target their raised performance;
- enable senior staff time to monitor the quality of teaching and learning across the whole school so that the best practice in teaching and learning can be identified, shared and exchanged;
- provide subject co-ordinators with the necessary skills, time and opportunity to undertake a range of monitoring (including classroom observations) to check on quality and standards in the subjects they co-ordinate so that they can play a full part in school evaluation and improvement;
- promote a positive culture of on-going, self-critical review that will support school improvement.

Paragraphs: 2,3,7,29,35,51,55,56,58,76,83,88,93,99,109,113,118,125,131,138,143

2. Improve the consistency of lesson planning and on-going assessment by:

- ensuring that all lesson plans have clear and detailed objectives for the range of pupils in the class, especially higher-attaining pupils;
- setting clear targets for lessons based on accurate assessment of prior learning that are shared with pupils;
- extending the use of time targets that indicate the amount and quality of work to be completed;
- ensuring that marking consistently recognises effort and shows clearly how work may be improved;
- setting clear expectations for standards of presentation in all subjects;
- revising the current assessment policy to show more clearly the links between planning and assessment and the part both play in enabling pupils to learn more effectively.

Paragraphs: 6,23,24,29,32,43,78,82,91,94,121

3. Establishing procedures for managing behaviour positively and consistently throughout the school so that:

- all teachers are very clear about what the agreed procedures are, especially when faced with challenging behaviour, and ensuring accurate implementation at all times;
- pupils know exactly what standard of behaviour is required and what the consequence of choosing not to behave appropriately will be;
- senior managers can maintain records of both sanctions and rewards and can use this information to support individual pupils' personal development;
- pupils take much greater responsibility for their own behaviour and, in so doing, can develop good levels of self-discipline.

Paragraphs: 5,17,18,44,86,91,95,112

Although not identified as separate issues, in preparing their action plan the Governing Body should also pay attention to the following:

- i) Identifying very able, gifted and talented pupils to raise awareness of their needs and resource issues.
- ii) Tracking what aspects of their studies pupils miss when they are withdrawn, for example, for additional reading support, and making sure they are successfully reintegrated into lessons when they return to class.
- iii) Addressing the new requirement to establish a policy for promoting racial equality.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	93
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	54	30	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	294
Number of full-time pupils known to be eligible for free school meals	0	18

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	62

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.31
National comparative data	5.2

Unauthorised absence

	%
School data	0.11
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	19	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	15
	Girls	18	17	19
	Total	31	31	34
Percentage of pupils At NC level 2 or above	School	91 (88)	91 (98)	100 (98)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	16	17	17
	Total	30	31	31
Percentage of pupils At NC level 2 or above	School	88 (90)	91 (92)	91 (94)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	21	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	21	24
	Girls	20	18	20
	Total	43	39	44
Percentage of pupils At NC level 4 or above	School	86 (83)	78 (79)	88 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	24
	Girls	17	19	21
	Total	34	38	45
Percentage of pupils At NC level 4 or above	School	68 (83)	76 (79)	90 (90)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	258
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	12.4
Number of pupils per qualified teacher	23.7
Average class size	26.7

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	148

Exclusions in the last school year

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

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

Financial information

Financial year	2000/01
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	£
Total income	517 792
Total expenditure	516 568
Expenditure per pupil	1 746
Balance brought forward from previous year	24 966
Balance carried forward to next year	26 190

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	294
Number of questionnaires returned	135

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	2	1	2
My child is making good progress in school.	61	33	3	1	2
Behaviour in the school is good.	35	51	10	1	3
My child gets the right amount of work to do at home.	38	54	6	2	1
The teaching is good.	58	35	2	1	4
I am kept well informed about how my child is getting on.	50	38	10	2	1
I would feel comfortable about approaching the school with questions or a problem.	64	29	5	1	1
The school expects my child to work hard and achieve his or her best.	68	30	0	1	1
The school works closely with parents.	47	34	18	1	0
The school is well led and managed.	53	37	6	2	2
The school is helping my child become mature and responsible.	52	35	8	1	4
The school provides an interesting range of activities outside lessons.	54	32	8	2	3

NB Rows may not total 100 per cent due to rounding.

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

- The weaknesses in provision for the under fives (now called the Foundation Stage) reported upon by previous inspection, have been tackled well.
- Children's attainment is broadly average when they start school.
- Good progress is made because the children settle happily and have a well-balanced curriculum presented to them.
- Good teaching and learning now take place, despite limitations in the accommodation and resources.
- Very good attitudes, behaviour and relationships among children and with adults underpin the improvement in learning.
- Most children achieve the Early Learning Goals before the end of the Foundation Stage.

60. Since the time of the previous inspection, the school has responded positively to the key issue to improve provision. The co-ordinator tackled the need to improve the curriculum and jointly with the headteacher she renewed resources with ones that were more suitable. The upgraded provision has also given impetus to continuing improvement. The co-ordinator has been joined by a well-informed colleague and, together with the nursery nurse, they form a team that has a good understanding of the requirements for the Foundation Stage. This ensures that an appropriate level of provision is made in all areas of learning. This includes the provision for physical and creative development which were unsatisfactory areas of learning at the time of the previous inspection. The majority of the children transfer into the reception classes from the playgroup that is independent of the school but is housed on the site. At the time of the inspection there were thirty-five children altogether in the two reception classes. They were almost evenly split with seventeen in one class and eighteen in the other one, but with older children in one class. All attend full time. There are no children with special educational needs or English as an additional language in the nursery currently.
61. The good liaison with the playgroup adjacent the school, and other local playgroups from which children transfer ensures that they settle happily into school. The effective induction programme underpins the ease with which this is achieved. Early assessment information seven weeks after entry to school is added to information provided by playgroups. Although there is some variation from year to year, the attainment of most children currently in reception classes is average overall. A few children have more advanced skills in literacy, numeracy and a few others below average personal and social development than children of the same age in other primary schools. By the time the children leave the reception classes they have achieved the Early Learning Goals in all of the areas of learning for children of this age, a few children are working at National Curriculum level 1 in literacy and numeracy. There is an initial effective focus on personal, social and emotional skills and communication, language and literacy skills that are knowledgeably promoted in all areas of learning. Children's progress is good in all areas of learning. Continuing day-to-day tracking of progress is comprehensively recorded and adds to information that is used efficiently to inform planning. This supports defining learning objectives clearly on the whole but there is sometimes a lack of sharpness in extending them beyond the stepping stones of the Early Learning Goals in order to meet some potentially high attaining children's specific needs. Nevertheless there is good teaching in all areas of learning because the requirements of the Foundation Stage are clearly understood by the team of staff who work together successfully to provide good provision.
62. Learning resources are good for most areas of the curriculum. The quality and quantity of most of them are improved since the previous inspection. The secure outside area still lacks a suitable appropriately surfaced hard-core area, but when weather is suitable the children are able to use the new grassed area. The children also use the hall with confidence to support the development of their physical skills. Teachers have made the best possible use of their mobile accommodation by creating a lively and attractive learning environment. They are particularly vigilant about the children moving safely up and down the five steps to their classroom. These are less than ideal forms of entry to their classrooms for small feet.

Personal, social and emotional development

63. The good teaching in this area results in good progress. Teachers appropriately consider the need to include opportunities for these areas to be developed in all learning. Children are happy to come to school and enjoy their learning. They achieve the Early Learning Goals by the time they transfer to Year 1. Children pay careful attention to adults in the discussions that are often a well-prepared starting point to their learning; this is evident from the sensible contributions that they make. They participate eagerly, but are also able to control themselves so that others can also have their say. This underpins the positive relationships that are built up and ensures the good behaviour that is a regular feature of all activities. The children concentrate well on their tasks, although a few of the younger children do have shorter spans of concentration. They all show their understanding of the need to follow routines that support their learning. This is nowhere more apparent than when they form small groups to build successfully with construction bricks or buy and sell in the shop in their creative play. They share resources readily when they make Noah's Ark after listening to the Bible story from the children's version of the Bible. They are confident in their joint work and clear away carefully, showing their maturity. This also confirms their understanding of the need to follow sensible routines.

Communication, language and literacy

64. This is a further area of learning that permeates other areas. Teachers recognise the need to promote its development at every opportunity. The good teaching resulting in good progress, ensures that children reach the Early Learning Goals by the time they enter Year 1 classes. Speaking and listening skills are accurately developed by adults when they talk to children as they work in other areas of learning; for instance, when they follow a carousel of activities after listening to the story of "The Toy's Party". Children who are working at a high level show that they have a clear understanding of sentence structure. They write their own stories successfully with good teacher support. They chat socially whilst working productively. The questions posed by the children are answered sensitively by adults so that their language knowledge is constantly being extended. This happens at all levels of learning. For example, boys and girls collaborate together successfully on choosing alphabet jigsaw pieces to build simple words ending with "p". This complements the joint work done by all the children in finding words that begin with single letters. It also shows the progress being made when children are able to accurately identify words with two letter endings such as "ck" in words like "back". Their understanding is shown when they are able to work more independently. The language of buying and selling in their shop is used naturally and accurately.
65. Children enjoy listening to stories and sharing books with one another in their book corner. The higher attaining children are already reading fluently and talk with enthusiasm about their favourite characters. They know the difference between the Old and New Testaments of the Bible but enjoy more the story of Noah from the children's version of the Bible. The accessibility of its language makes the story more meaningful for them. Their enthusiasm for reading is enhanced by the way that teachers and the nursery nurse read stories to them with expression. Most are able to write their names and other words with good measures of accuracy in their letter formation. The children take care in doing this and show pride in their efforts as they show their work to adults. It is the ease with which they do this with visitors that demonstrates the security of their understanding of how important it is to present work carefully.

Mathematical development

66. Many children enter reception classes with more advanced skills in the numeracy element of mathematics than in the other areas of learning. Teachers build upon this as they skilfully ensure that good progress continues to be made. As a result, all children reach the Early Learning Goals by the time they enter the Year 1 classes, and a few exceed this by working within National Curriculum level 1. They talk about numbers incidentally as they add on and take away the number of children present when the teacher completes the register. The use and application of number is then developed appropriately as they accurately count around a circle in tens up to one hundred. They work at a good pace when they are challenged by their teacher to build up number knowledge of addition and taking away numbers up to twenty. The children respond with pleasure as well as accuracy. When the teacher uses the words 'less than' the children say, 'She really means take away'. This confirms the confidence with which they deal with numbers.

67. Principles understood in dealing with numbers are transferred into other areas of mathematical knowledge with ease. Children sort coins and not only recognise *like* and *unlike* but also identify values accurately. The children's clear understanding of the values of money is shown as they buy with the correct value coins or give correct change according to whether they are shoppers or shopkeepers in their toyshop. They fill and empty containers in the sand tray as they find out about capacity. The nursery nurse works with them in extending their understanding of the need to measure carefully if they are to compare capacities accurately. They deal with quantities up to fifteen confidently in consequence. The children use cubes to build up and take away numbers up to twenty before they record their findings with accuracy. This higher-level work is preparing children ready for the next stage of education well.

Knowledge and understanding of the world

68. Children benefit from thoughtful teacher planning of a good range of activities that support their developing knowledge of the world. In consequence good progress is made and most reach the Early Learning Goals. Many of the activities are inter-related, with children seeing how many things in the world link together. After listening to the story of Noah they use the water tray to effectively develop scientific knowledge of floating and sinking. They discuss their findings with the parent helper and pass on their knowledge to their teacher with enthusiasm.
69. The children listen to the poem 'What's inside my toy box?' to set the scene for finding out about the passage of time. This imaginative way of introducing the idea to them moves on to their consideration of which toy would suit them now and which one suited them as babies. They record their own thoughts in words or pictures with care. The children share their learning with one another as they compare and consider the similarities and differences of the toys. They are well motivated and eager to learn.
70. The children talk about the different parts of the world that people live in when they listen to the stories that teachers read to them. All children have a good knowledge and understanding of the traditional tales and rhymes from their own culture. The visits made and visitors who come into school to talk to the children from the local community extend their knowledge of the world. An example of this is the visitors from different faiths who lead assemblies which children from reception classes attend.
71. The children use the computers that are based in one classroom with skill and care. Apart from the control of the mouse they are able to use the keys to select, pick up and drag and drop. There is, however, lack of appropriate resources such as a concept keyboard to further develop computer skills.

Physical development.

72. This area of learning was one that was least well developed at the time of the previous inspection. Staff have given it a great deal of thought in order to make improvement. The good teaching and much better resources now result in good progress, and sometimes very good progress, being made. Children reach the Early Learning Goal in physical development by the time they transfer to Year 1. They do so, however, without the full facility of a safe outdoor hard-core area. Instead, they use the hall with confidence in order to develop knowledge and skills in a larger space. They have regular opportunities to do this. When they are in the hall, adults work with them as good role models. The children move with safety and confidence in consequence. They enter the hall very sensibly and find a suitable space. This initial routine sets the scene effectively as the children then continue to act with care and thought for one another throughout their work in the hall. Their different levels of movement are supported by the imaginative teacher introduction using stiff and floppy toys as examples. The children listen carefully to instructions and follow them obediently because they understand the need to work safely as well as imaginatively. They work well individually, in pairs or in small groups. These different forms of groupings support the development of their social skills at the same time. They contrast speed and direction as they move from side to side and backwards and forwards. All of these movements are made with enthusiasm and good expression. The children also use paint brushes, pencils and crayons with good control. They build skilfully with construction kits as they make their own version of Noah's Ark. They show understanding of different mechanisms as they make a record of the key features about the toys that they have moved around. These are some of the many opportunities that are given to the children to extend their physical skills appropriately.

Creative development

73. As a result of the good variety of activities planned for them by teachers the children make good progress. They reach the Early Learning Goal for creative development before they enter Year 1 classes. This is a good improvement since the last inspection when this area of learning was unsatisfactory. The improvement has been brought about by a fundamental review of teaching that has been made. Teachers are now very clear about the need to provide opportunities for the children to use their imagination. They do so in role-play as well as in the use of paint and other materials. Role-play now forms a significant part of the children's learning experiences. They are shopkeepers and shoppers in the classroom shop. They read to one another. They compile their own shopping lists. They take on the role of toys as they move in the hall. All of these activities are carried out with success. Their painting and use of materials sometimes follow up other learning, such as painting colourfully accurate rainbows or making an ark with crayons and straw after hearing the story of Noah. At other times the children use paint and materials just for the joy of doing so as they create imaginative creatures. They join in with songs at incidental times such as when they are counting numbers. They can also sing with more accuracy, paying attention to words and rhythms when they join other children at assembly time in the hall.

ENGLISH

- Improvements have been made to standards overall since the previous inspection.
- Standards are above average at the age of seven and eleven.
- Teaching is good overall in English and enables most pupils to make appropriate progress.
- Higher-attaining pupils could do better work in some years, though their performance in SATs at eleven is good.
- Pupils generally have positive attitudes and behave well, but some older boys show negative attitudes to their work.
- The management of the subject is satisfactory, although monitoring and evaluation of performance require more rigour.

74. The results of the 2000 SATs for both seven-year-olds and eleven-year-olds were above the national average but only average in comparison with schools with pupils from similar backgrounds. The inspection findings reflect this picture; the majority of pupils achieve well but a number of pupils in some classes are capable of higher achievement. The boost to achievement taking place in Year 6 has a very positive impact on the standards attained in SATs. Standards in reading and writing are above average at both key stages. Standards of speaking and listening are above average in Key Stage 1 but only average in Key Stage 2. This is because, although pupils have various opportunities to use their skills, there is not a clear school policy and scheme of work for the consistent development of speaking and listening skills across the curriculum.
75. The school has made satisfactory improvement since the last time it was inspected because most of the issues raised then have been suitably addressed. Pupils' use of ICT to support English work, particularly word-processing makes a positive contribution to their studies. There are still some inconsistencies in delivery of the full English curriculum and still some low expectations in the presentation of pupils' work. The strategies in place in the school for teaching literacy skills enable pupils to make satisfactory progress overall. Pupils with special educational needs make good progress throughout the school because they receive good quality support and have precise targets to support their achievements in literacy. The school is successful, as demonstrated in last year's SATs results in enabling low attaining pupils to do well in tests. The additional literacy support in lower Key Stage 2 coupled with good quality support from learning assistants in all years are key reasons why these pupils achieve well in English throughout their time at school.
76. The school has established a system of review which includes careful analysis of SATs results and an effective programme of targeted teaching for particular pupils in Year 2 and Year 6 classes. The monitoring of attainment and progress in other classes is carried out but is not systematic enough and is not supporting lesson planning as well as it could. This limits the progress that higher-attaining pupils can make and also the progress made by some pupils in Year 3 and the mixed Year 5/6 class. The overall quality of English teaching is good, although there is variation between classes. Resources have improved since the last inspection and there are plans to improve them further. Most pupils have positive attitudes to work throughout the school day and are conscientious about completing homework. A very

small minority of older boys in Year 6 shows some disaffection to their studies, and the school is concerned about this. In English lessons this issue did not emerge, and the lessons observed in this class resulted in most pupils making good progress.

77. Pupils in Year 2 listen well to their teacher and make confident and relevant contributions to alliterative rhymes. In discussion with their teacher they understand what is meant by 'a good catch' and wrestle with the meaning of 'a simple life'. Most Year 6 pupils show that they can talk through ideas with each other and learn through co-operating together. In a literacy lesson for example, pairs of pupils made satisfactory progress in deciphering old English words and phrases. Generally pupils use appropriate language and tone and communicate clearly when answering their teachers' questions. There are, however, a few exceptions. In lessons in Key Stage 2 pupils are not encouraged sufficiently to comment on each other's ideas and debate points of interest; opportunities for pupils to explore ideas and justify choices in class discussions are therefore missed. The result is that by the end of Key Stage 2 pupils are not showing that they can talk with assurance and that they can listen to other pupils and value their views sufficiently well.
78. In Year 2, pupils enjoy reading and read their books with a good level of accuracy and with some expression. They can talk about the parts of stories that they enjoy most and the types of books they prefer. Most Year 6 pupils are able to analyse the texts they are reading. In a guided reading lesson they prepare to compare two ghost stories by finding specific information in the first story which will help them with their task. Pupils in Key Stage 2 are given some opportunities to use library books for researching topics in other subjects, such as history and geography, but this skill development is not systematically planned for. Pupils' general reading skills clearly do develop steadily as they move through the school but progress is uneven. This is mainly due to the lack of detailed planning for reading including the guided reading lessons, in some classes.
79. By the end of Key Stage 1, most pupils are able to write short stories, with basic punctuation and simple spellings reasonably correct, without help from adults. Some pupils in Year 2 are making very good progress with their creative writing because they are provided with clear guidance from teachers. They have a planner which helps them consider the setting, the characters and the structure of their work. They know that they must try hard to have an interesting beginning such as 'We arrived at the fair at midnight. Every stall had flashing lights'. Progress is also good because pupils learn to write for a range of purposes in different lessons; for example they know how to label diagrams and complete charts. In Year 3, however, the pace of progress is too slow because pupils are not provided with enough opportunities to produce a sufficient range of story writing using their own imagination. Neither does content always build upon pupils' prior learning and extend their knowledge and understanding sufficiently; for example, the content of the lesson observed on alliteration overlapped with Year 2 work. The progress that pupils make with their writing in the Year 6 class is good and sometimes very good. The majority of Year 6 pupils are able to plan their writing and structure it in a logical manner. They have a good understanding of grammar and write with effect in a variety of forms and for different audiences. One pupil writes for example, 'As a tear trickled down her cheek, Marie dialled 999'. The marking of pupils' work in the single age Year 6 class shows them clearly what they are doing well and what they need to do to improve.
80. Pupils have less experience of sustained creative work or research for real purposes in other years in the juniors. The quality of handwriting and the standard of presentation in most pupils' books other than handwriting books are very variable. This is because not all teachers have sufficiently high expectations of what different pupils are potentially capable of achieving.
81. Pupils' attitudes to learning are good throughout the school. In both key stages most pupils are keen to learn. The majority of pupils are attentive; they concentrate well and work hard. Many pupils have good co-operation skills, and relationships with each other and with staff are also good. Most pupils respond enthusiastically to lessons because the choice of topic is interesting and lessons are suitably structured to balance teaching and learning elements. These could well be reasons why the handful of older boys who show disaffection in other subjects are better motivated in English lessons.
82. The quality of English teaching is good overall. In the best lessons, learning objectives for pupils with differing levels of attainment are shared with pupils so that they know very clearly what their teacher

expects them to achieve within a given time. Specific learning objectives are referred to consistently by the teacher in interactions with pupils, the pace is brisk, and progress is reviewed at the end of the lesson. In good lessons appropriate support for pupils in the lowest-attaining group is provided and teachers give focused verbal feedback on their work to pupils individually. The use of specific targets is at an early stage of development and as yet only some pupils are encouraged to evaluate and improve their achievement of targets.

83. The English co-ordinator, supported by the Key Stage 1 co-ordinator and the headteacher, provide appropriate direction for the subject and have ensured good quality resources are available. The analysis of national assessment data is used well to target resources to remedy areas of concern. The school policy is satisfactory but does not have full enough guidance for staff with regard to speaking and listening and extended writing development. Evidence about the quality of teaching and learning is not collected systematically and therefore the effectiveness of the revised Key Stage 2 medium-term plans has not been monitored. Evidence from the inspection shows that there is variation in interpretation, and the lack of contextual referencing makes them difficult to access, particularly for supply staff. A more rigorous monitoring system would enable the school to identify best practice and make arrangements to share this so that inconsistencies in quality of curriculum delivery can be addressed.

MATHEMATICS

- Improvements have been made to overall standards since the previous inspection.
- Standards are above average at the age of seven and eleven.
- Pupils generally have positive attitudes and behave well, but some older boys are quickly bored and are argumentative.
- Boys do not do as well as girls by the end of school.
- Pupils with special educational needs make more consistent progress than other groups of pupils.
- Higher-attaining pupils could do better than they are doing.
- Progress varies from class to class too much.
- Teaching and learning are good in the infants and satisfactory in the juniors.
- The management of the subject is effective, although monitoring and evaluation of performance require more rigour.

84. Since the previous inspection, standards in mathematics have risen and there have been positive developments in a number of aspects of the subject, including the quality of teaching and learning and assessment. Some weaknesses identified in 1997 are still apparent, chiefly the progress made by higher-attaining pupils, but the school is committed to continued improvement and accepts the need to ensure that all pupils progress at consistently good rates in all classes.
85. The standards achieved by eleven-year-old pupils in the 2000 SATs were above the national average. This overall standard was not as high as in the previous two years and was the result of there being a higher proportion of pupils with special educational needs amongst the age group in 2000. Set against similar schools, results at Farndon Fields Primary School were average. Standards achieved by seven-year-old pupils were above average.
86. Inspectors judge that this year results in mathematics will be very similar to those found in 2000, as an above average proportion of pupils are currently working at the expected level in both Years 2 and 6. Two trends in recent SATs results were also seen in school during the inspection. Generally, eleven-year-old girls have been doing better than boys in the SATs. Observations in lessons and the examination of pupils' work showed similar trends in Years 5 and 6 with a small number of boys being easily distracted from their work through boredom and unsatisfactory behaviour. This impacts on the progress that they make, which is frequently less than that of other pupils in the class. Ultimately, this affects the standards achieved and so, the lead that boys held in 2000 at the age of seven, is likely to be lost by the age of eleven.
87. The other trend is that of the attainment of higher-attaining pupils. SATs results show that a smaller proportion of seven-year-old pupils achieves level 3 than found nationally. In lessons, work for these top achievers is not always as demanding as it could be and they do not always show what they are capable of. In 2000, the proportion of pupils attaining level 5 at the age of eleven was above average and

reflects the additional focus given to these pupils in Year 5/6 and Year 6. The school accepts the need for vigilance to ensure that all the high attainers in school do well.

88. The progress that all pupils make through the school is variable but satisfactory overall. In some classes it is satisfactory, and in others, especially Years 2 and 6, it is good. This points to the standards achieved in the SATs being very much dependent on the work done in the year these tests are taken. At present, the cumulative impact of the work done in all classes is imperfectly monitored and understood. The school has adopted end-of-school targets in mathematics that are challenging. These have been met, largely through boosts to teaching and learning for eleven-year-olds. The process of tracking the attainment of pupils in the intervening years is very much in its early stages. Good work has been done to introduce a tracking system and much data is collected. This data is not as yet used to gauge year-by-year progress or to identify pupils in all years whose attainment causes concern or has come on well, or who should or could be doing much better. Individual teachers may use the data in this way, but there is no well-embedded, whole-school process to do this.
89. In lessons and in their books, pupils show gradual mastery of basic skills and knowledge in numeracy. The school has an effective strategy for numeracy and good standards are achieved, though the speed of calculation could be much better. Little work is done against the clock and some older, competent pupils are seen frequently to work on their fingers. The curriculum focuses securely on all aspects of mathematics and pupils were seen in several years to enjoy the challenge of solving quite complex problems. There is some good use made of mathematics in ICT. The work set on databases and spreadsheets is quite taxing for Years 5 and 6 pupils and they clearly show their capability in the printed work produced.
90. In most lessons, pupils settle well to their learning, behaviour is good and relationships are constructive. There are exceptions amongst older pupils, as cited above, but, in general, learning quality is satisfactory and most pupils become sensible and responsible learners, though many in the older classes are too dependent on the staff. Pupils with special educational needs are given good support by the non-teaching staff. This ensures that pupils with individual needs make good and consistent progress from class to class. Because their work and progress is tracked closely and the work set is carefully matched to their needs, they are making better progress overall than other groups of pupils.
91. Teaching quality is good in infant classes and satisfactory overall in junior ones. This is reflected in the quality of learning in the two parts of the school. The best teaching in mathematics, as judged from lessons and the scrutiny of past work, is in Years 2 and 6, with some good contributions in Year 4. During the inspection, the quality of teaching in Year 6 was variable, though satisfactory overall, and reflected the fact that the arrangements for the week were rather different from usual. Year 6 books showed more consistent good work and better expectations. Although there was no unsatisfactory teaching in mathematics, there are a number of areas where improvement could be made:
- The identification in planning of exactly what is to be learned in lessons is inconsistent and sometimes vague.
 - The sharing with the pupils of things to be learned in the lesson and the review of these near the end is rare.
 - Marking of pupils' books, although done regularly, does not often show them how they can improve their work.
 - The management of a few older boys depends too much on teacher's individual approaches which are quite different, too much of the teachers' time is used to control the situation and this affects the pace of the lesson and work achieved.
92. Teaching is effective in producing appropriate progress in the main and has a number of strengths:
- Teachers have the necessary subject knowledge and confidence to teach mathematics effectively.
 - Time and resources are used to advantage and most lessons go at a brisk pace.
 - The use of support staff is good and they work hard and successfully to help their pupils progress.
 - Basic skills, knowledge and understanding are taught well, especially in infant classes.
 - The programme of homework is well thought out and makes a good contribution to the progress that the pupils make.

93. Mathematics is managed effectively. The co-ordinator has put in much effort to develop the curriculum and teaching and learning and the results have been positive. A useful action plan has been written to support subject improvements. The chief shortcoming in management is the monitoring and evaluation of standards, teaching and learning, which is not yet rigorous enough. This has not enabled the school to spread enough the best practice to be found in different classes. The co-ordinator sees this as the next priority, and is ready for the challenge and opportunities enhanced monitoring will bring.

SCIENCE

- Improvements have been made to standards since the previous inspection but were higher in 1998 and 1999 than in the 2000 SATs.
- The standards achieved at the end of Key Stage 2 are close to the national average, but below those achieved by eleven-year-old pupils at similar schools.
- Girls tend to do better in science than boys.
- Teaching is satisfactory but expectations vary too much across the school.
- More effective checks on learning and teaching are required to improve consistency.

94. Standards achieved in 2000 SATs at the age of eleven are similar to those achieved at the time of the previous inspection and are above average at the end of both key stages, but below those achieved by pupils at similar schools. Results in 1998 and 1999 were well above average and the school provides well-founded and convincing evidence, based on the analysis of results, as to why the drop occurred in 2000. The co-ordinator has identified specific pupils who need to learn more effectively in science, and is monitoring their progress to ensure standards return to the previously high level in 2001. The school has however missed an opportunity to make these targets explicit in policy documents or the school development plan. This is important because the close examination of pupils' books reveals three significant facts. Standards are above average at the end of both key stages, but progress is erratic in Key Stage 2 and much investigative work is over-directed. Standards could therefore be higher, and higher attaining pupils in particular, are not being given sufficiently taxing tasks. Overall, standards in science in 2000 were not as good as those achieved in English and mathematics.
95. At the end of Key Stage 2 girls do better than boys. This is confirmed in SATs and by observations of lessons and in sampling pupils' books. There is a degree of disaffection among a handful of boys which is evident from Year 4 onward that has a negative impact on the quality of their work in science. Though no unsatisfactory lessons were observed in science, it was the case that in a few lessons these pupils easily became distracted and displayed fussy behaviour. In such instances the pace of learning slows down. This is a priority for the school to address.
96. In 2000, teachers judged standards by the age of seven to be close to the national average but these results are below average when compared with those achieved by pupils at similar schools. Pupils in the current Year 2 are achieving better standards because more are already achieving level 3 in their work in lessons. However, standards achieved in science in 2000 were not as good as those achieved in reading, writing and mathematics.
97. One reason for the variation in performance lies in the erratic progress made by pupils, particularly high-attaining pupils, across the school. This erratic progress has its origins in variable teacher expectations. For example, expectations of how pupils will carry out experiments and write them up are higher in Years 2 and 4 than in Years 3 and 5. In Year 6, pupils need to revise their work extensively in preparation for SATs, a process many of them, particularly boys, find unattractive and this leads to disaffection. Teachers show good awareness of the needs of low-attaining pupils. They ensure that questions and tasks are pitched at the appropriate level and when available make effective use of support staff. As a result of these strategies pupils with special educational needs generally learn well.
98. Teaching overall is satisfactory but there are a number of strengths and weaknesses. The main weakness in the one unsatisfactory and one weaker lesson, both at Key Stage 2, related to inadequate strategies to manage pupils that led to a loss of learning. One strength seen in all lessons is the effective use of subject vocabulary. The best teaching in science is seen in Year 2. Teaching is characterised by a lively manner that challenges all pupils, interesting tasks and a good work rate that sustains motivation and interest. This was seen to very good effect when pupils thought about how plants grow. The best teaching of process skills is seen in Year 4 where there is ample evidence to

demonstrate that pupils know how to organise their own experimental work and record their findings appropriately. In this class the teacher makes the task clear but then expects pupils to make their own decisions. He has ensured they have the necessary skills to do so. By contrast in Years 3 and 5, pupils tend to be told exactly what to do, how to record and what to record. This limits the achievement particularly of more-able pupils. There is evidence from some books in Year 6 that pupils have extensive knowledge and understanding across all the areas of science and some work of a high quality is produced. The main weakness is pupils' inability to generalise and explain from the evidence they record.

99. The school tends to rely too much on standards being raised as a result of revision in Year 6 rather than consistent development across the whole school. The subject co-ordinator has yet to check on learning and teaching class by class and ensure targets are set for all pupils to raise standards year on year.

Art and Design

- Standards in art and design have been maintained since the previous inspection.
- Teachers show good enthusiasm for the subject and this leads to good progress in lessons.
- Pupils enjoy using a wide range of well-chosen media.

100. Standards were judged to be sound at the end of Key Stage 1 at the last inspection and are now above the level expected for seven-year-olds. At the end of Key Stage 2, standards are in line with those expected for eleven-year-olds. The subject is planned for appropriately in all classes. Pupils enjoy a good variety of art and design experiences and have opportunities to use a range of materials in lessons. They make steady progress in this subject as they move up through the school. In the few lessons observed during this inspection pupils made good progress in the development of their knowledge, understanding and skills.
101. In Key Stage 1 classes pupils are able to use a variety of materials successfully including paint, card, fabric and wool to create pictures and collages with the guidance of staff. Year 1 pupils have experimented with shade and lines and have produced very pleasing effects using chalk and charcoal. In Year 2 there is good progress in handling both natural and man-made materials to create interesting woven designs. Careful decisions have been taken about the use of texture and colour. Art is linked very well to work in other subjects, for example the study of materials in science.
102. In Key Stage 2, pupils are also confident in experimenting with a variety of techniques and materials. They are also improving their drawing skills by learning to carefully examine objects before making observational drawings of them. For example, Year 5 pupils undertake detailed evaluations of a range of containers before sketching them which supports progress very well. Pupils in Year 4 have carried out extensive work on pattern. They have extended their knowledge and understanding by investigating types of pattern. They show good progress in identifying repeats, overlaps, tessellations, rotations and reflections by looking carefully at patterns in everyday life.
103. On the basis of the small number of lessons observed, the quality of teaching in both key stages is judged to be good. Pupils respond very well to the range of opportunities provided for them in art and design lessons. They enjoy their activities and show interest in their work and improving their skills. They do not always have enough opportunity in lessons to talk about how they feel about their own work and comment upon the work of others. Although a wide variety of experiences are provided for pupils in lessons, there is scope for enriching the curriculum further through visits and visitors to the school; a Year 6 visit to the British Museum supported learning about sculpture very well.
104. The management of art and design is good. Staff know exactly what is expected of them in terms of curriculum delivery and the scheme of work based upon QCA guidance, is implemented across the school. There is a new assessment system in place which, together with the introduction of sketch books in Key Stage 2, can in time provide useful records of individual pupil progress. There is a good standard of display in the school and resources are very good. There is a wide variety of media for pupils to use and interesting works of original art and good quality prints provide an inspiring environment for the subject.

Design and technology

- Standards in this subject are good at the end of both key stages and have been maintained since the previous inspection.
- An up-to-date and detailed scheme of work supports positively good teaching and learning.
- Pupils enjoy design and technology tasks and make good progress.
- The co-ordinator provides strong leadership and has clear insights about where to make improvements.

105. Standards were judged to be above the level expected at the end of both key stages at the last inspection. These standards have been maintained. There were good opportunities to see design and technology lessons during this inspection. Further evidence was gained by looking at a portfolio of pupils' work, including work on display. It is clear from sampling pupils' work and when talking to them about design and technology that they make good progress over time. Pupils achieve well in lessons because there is good teaching throughout the school. In Key Stage 1 some higher-attaining pupils show very good progress in planning and evaluating their work on houses. Interesting topics have been chosen that stimulate confident and enthusiastic teaching. Design and technology is a subject strength of the school.
106. In Key Stage 1, pupils design and make products using a variety of materials. They are able to assemble and join in a variety of ways. Year 1 pupils use card and wood to make model vehicles. They receive appropriate support from their teacher and from parent helpers as they learn how to measure and saw small pieces of wood to make spokes for a wheelbarrow wheel. They can talk about what they are doing using vocabulary such as 'body', 'chassis' and 'axle'. Good progress is made in handling tools and materials. In Year 2, pupils planned their model houses very carefully and built them well showing individual detail. Some have very interesting door and window features. The planning and evaluation stages are very well supported and higher-attaining pupils demonstrate their independent writing skills very well in the evaluations they make.
107. Key Stage 2, pupils also experience a range of suitable activities. In Year 4, pupils are learning about metals and electricity as they work on their 'torches' theme. They are able to make a simple circuit which incorporates a battery, a light bulb and a switch. They investigate switches by constructing different designs based upon plans provided by their teacher. Progress is good as pupils show a high level of confidence in the making and in the testing of their work. They work together well as they test their switches in a circuit and discuss possible problems and solutions if the bulb does not light. Pupils can explain what they have accomplished using appropriate language. They work safely and share resources responsibly. Pupils say they enjoy this subject and are keen to explain how they completed previous design and technology tasks. They are pleased with their finished products.
108. There is good management of this subject. The co-ordinator for design and technology takes a positive lead. She has ensured that appropriate and up-to-date guidance is available for colleagues and that resources are accessible. A new assessment system has been put in place and there are clear action plans for the development of the subject. Design and technology has a secure place in the curriculum and, as the new planning and assessment systems become fully embedded, the subject is set to go from strength to strength.

Geography

- Standards, teaching and learning have improved well since the previous inspection.
- Standards achieved are at the level expected for seven and eleven-year-olds, and are similar to those seen in most primary schools.
- Teaching is satisfactory overall but expectations of the amount of work pupils can do varies too much across the school.
- The monitoring of teaching and learning is not good enough to raise standards.

109. The need to raise standards in geography was a key issue at the time of the previous inspection. This has been addressed successfully and standards are now in line with expectations at the end of both key stages. Findings also indicated that pupils made slow progress, the breadth and depth of work was limited, time allocation varied between classes, and an effective scheme of work was required to inform planning, consistent skill development, avoid repetition and support assessment. Resources were barely adequate. All of these issues have been addressed and are now satisfactory. In addition, the school has begun to develop an appropriate system to assess how well pupils are achieving. However, because teaching and learning are not well monitored there is still unacceptable variation between classes.
110. Teaching is satisfactory overall and this leads to satisfactory learning. There was one unsatisfactory lesson and some weaknesses in otherwise satisfactory teaching in Key Stage 2 because of limited strategies to manage disaffected pupils and motivate them to take part. Teaching is at its best when it enthuses and engages the attention of pupils, which then results in a reasonable volume of good quality work. This was seen in the Year 4 project on rubbish! This was a topic new to the school and initially teachers were wary. The good results are, however, clear to see in the pupils' books. Pupils had explored a range of environmental issues thoroughly and demonstrated good understanding of how and why we need to address this issue as a priority. Pupils in Year 5/6 class undertake an interesting project on the mountain environment and some useful Internet links have been identified to increase relevance for the pupils.
111. Overall, there is less evidence that higher-attaining pupils investigate topics in depth, write extensively or consider challenging ideas such as the advantages and disadvantages of competing demands. Teachers generally make good provision for pupils with special educational needs. They modify their questions and the resources they provide and make good use of support staff when they are available. Occasionally they misjudge the reading difficulty of a worksheet, as in a Year 1 lesson, and this led to some loss of time. Work in Key Stage 1 provides some good links with literacy when pupils record, for example, similarities and differences between Market Harborough and the island of Struay. At Key Stage 1 and in Year 3, work in geography is heavily supported by worksheets. Some are useful and add to learning but many do not. Two faults are evident. Firstly, some worksheets give too much information for example, they illustrate things that pupils could easily draw. Secondly, many request specific answers to a series of questions and restrict the opportunity for higher attaining pupils to demonstrate the full range of their knowledge and understanding.
112. Occasionally, a few pupils become switched off to learning and take up a lot of the teacher's time. This has an adverse impact on the pace of the lesson and is distracting to the rest of the class. In discussion with inspectors, older pupils said that the behaviour of a handful of pupils upsets them as they are called names for being keen learners. The school is aware of the issues and is looking for ways to manage behaviour so that pupils become responsible for their own actions, and take the consequences for any unacceptable behaviour.
113. There is a systematic approach to long-term planning for geography based on nationally produced guidelines but lesson planning is too brief to be effective. Geography and history are taught entirely separately and potential links do not appear to be capitalised on; for example, linking a river study with work on Ancient Egypt. Work in geography does however reinforce mathematical skills through the use of graphs, literacy through research and written work, ICT through word- processing and the Internet for research. Visits also broaden work in geography. Younger pupils investigate the immediate locality while older pupils experience well-planned residential work in a contrasting locality. Examination of pupils' books and folders found less evidence of map work than seen typically. The priority now for the subject leader is to monitor teaching and learning to make sure progress is more even across the school, higher-attaining pupils are given more demanding tasks and more map work is undertaken.

History

- Standards have been maintained since the previous inspection.
- Standards achieved by the age of eleven years are at the expected level and similar to those seen in most primary schools.
- Many pupils at Key Stage 1 do better than expected because of good teaching.
- Teaching is satisfactory overall but expectations of the amount of work pupils can do varies too much across the school.
- Checks on learning and teaching have yet to ensure that pupils make consistent progress year on year, especially higher attaining pupils

114. At the time of the previous inspection, standards, progress and teaching were satisfactory, time allocation and challenge in lessons varied unacceptably and resources were barely adequate. All these issues have been addressed successfully. Provision for history is effective and pupils benefit from a good range of worthwhile learning experiences. The volume of work produced by pupils is less than often seen and too low in Year 3. Teachers provide well for pupils with special educational needs and this ensures they make good progress. Support staff are particularly effective in ensuring that these pupils take a full part in lessons.
115. The school seeks to teach history in a way that ensures that pupils know about the major periods in history, develop enquiry skills and a good understanding of chronology. In this aim it succeeds well. Discussions with pupils, particularly in Year 4, confirmed that pupils can locate different periods in relation to each other and refer to time lines confidently. They can identify a range of sources, both primary and secondary, and explain how they know about the past. Teacher expectations vary across the key stage and pupils' books reveal that more work in history is completed in some year groups than others. For example, pupils in Year 4 complete more work of good quality in history than any other year group in Key Stage 2. Not enough work is completed in Year 3.
116. Although an adequate amount of work, some of it of good quality, is produced in Years 5 and 6, overall it lacks the depth seen in many primary schools. An interesting piece of work seen in Year 5 was based on using a wide range of sources to find out about the lives of Victorian children. The teacher had organised this activity well so that each group of pupils was well challenged by the task provided. But overall some work lacks challenge. There are two main reasons for this. History topics are taught on a two-year rolling programme and learning objectives have been developed for each unit of work based on national guidelines. These objectives have not been extended to provide challenging targets for the different age groups; this has the effect of limiting expectations, weak lesson planning and minimal marking. Secondly the school does not monitor or collect enough examples of pupils' high quality work to provide examples of what can be achieved.
117. Pupils across Key Stage 1 all study the same topics. However, there is ample evidence in pupils' books to demonstrate higher levels of attainment by higher attaining Year 2 pupils. Teachers make good links with other subjects. For example, the shopping topic is used as an opportunity to look at old coins and there are good opportunities to write about the lives of famous people. Occasionally, teachers rely too much on worksheets, which add little to pupils' understanding and can limit the achievement of the most able.
118. Monitoring and evaluation of teaching and learning in history is limited because of lack of time. History topics have been organised following consultation but potential links with geography topics are not explored. Some older pupils, mainly boys, seem disaffected and disinterested in history. The school needs to check that topics have been allocated to the right year group to sustain motivation and interest. The collection and examination of pupils' books can provide the subject leader with ample evidence of the strengths and weaknesses in the subject and highlight areas for further improvement.

Information and Communication Technology

- The school has sustained the strengths identified at the previous inspection.
- Standards are at the expected level at the age of seven and eleven.
- Learning is effective and progress satisfactory through the school.
- Pupils like ICT and behaviour and relationships are good.
- Much teaching is by support staff and parents and is satisfactory overall.
- Higher-attaining pupils do not always have their capabilities challenged to the full.
- Management is enthusiastic and effective management.
- There is some shortage of resources, which impact on standards.

119. The school has generally kept abreast of the rapidly developing curriculum and resources in ICT and has sustained the situation judged at the previous inspection as satisfactory standards and progress.
120. Current standards are at the expected level at the end of the infants and juniors. Contributing to this picture are good standards at eleven in word processing, data handling and the use of spreadsheets. Work in communication, and computer control and monitoring is at the expected level. Attainment in the latter aspects is not as high as in the first three listed because the school has fewer resources in these to cover the curriculum. The school has identified the shortcomings and has appropriate plans for improvement.
121. Support staff or parents led much of the teaching seen during the inspection. It is very evident that both groups of adults are making a strong contribution to learning and the progress made. Because much work in ICT is taught in small groups the pupils benefit because they have more intensive instruction and help. Thus, basic skills in ICT are taught regularly and effectively to all pupils. Those with special educational needs make the same progress as other groups, although the higher attainers are not always encouraged to go the extra step in learning that will ensure they meet their potential. Twice in the inspection, the suggestions and comments of higher-attaining pupils were discounted and the opportunity to extend their knowledge or skill passed over.
122. Pupils respond to the small-scale teaching and learning situations well. Relationships are fostered well and behaviour is often of high quality, being good overall. Pupils learn to work independently and responsibly from an early age and the work in ICT is making a good contribution to their personal and social development.
123. Many pupils, even the youngest, show confidence and good effort. Pupils in infant classes talk animatedly of loading, opening, closing and shutting down operations and they handle the hardware and software with ease. The work produced with graphics packages shows creativity and increasing precision. The word processing of texts includes the use of basic functions such as line breaks and the use of the shift key for capital letters and the full stop. Pupils progress from writing their name in Year 1 to setting out longer text in sentences and short paragraphs in Year 2.
124. Older pupils build on these skills effectively. By Year 6, word processing shows good and often imaginative use of features such as text-centring, use of borders, and colour and the importation of graphics to bring the words alive. Skills and knowledge in the use of data bases and spreadsheets are particularly well developed, with Year 5 and 6 pupils learning the intricacies of searching using *and*, *or*, *greater than* and *less than* operators in the former and the *sum* and *function* features in the latter. Pupils are having good experience in the use of the Internet for research and communication and work with Roamer, the programmable vehicle, and Logo, an instructional computer language, gives appropriate experience in the use of machines to control processes. Opportunities to use computer-controlled sensors are more restricted and opportunities are therefore reduced for older pupils to use ICT to check the progress of investigations and experiments in this way. The school has simulation programs to use until such time that more sensors and monitoring devices can be provided.
125. ICT is taught effectively and teaching quality is satisfactory in both infant and junior classes. The identification of the skills and knowledge to be learned is not consistent in planning and the assessment of such skills and knowledge is not yet used enough to identify what must come next. The co-ordinator has worked hard and with success to move the subject on. He is enthusiastic, has good subject

knowledge and has formed appropriate priorities for ICT. There has been very limited monitoring of the strengths and shortcomings of standards, progress, teaching and learning in lessons and, although all teachers' planning is checked regularly, the evaluation of what is presented is not rigorous enough and has limited impact on subsequent work.

126. The school is proud of the advances made in providing up-to-date equipment in sufficient quantity. This has undoubted benefit for the pupils. Managers are also aware that improvement has to be sustained. There is determination to do this and the prospects for continuing enhancement to standards are positive. There is no reason, on current evidence, why standards should not be good in ICT if the points for development identified here are pursued consistently and rigorously.

Music

- Standards have been sustained since the last inspection.
- By the age of eleven, pupils' standards are above those normally expected at that age.
- Teaching and learning is good throughout the school; pupils' enjoy music and achieve well.
- A good range of activities ensures that all strands of the music curriculum are covered appropriately.
- Music is satisfactorily led and managed.

127. Standards are at the level expected for seven-year-olds and above the level expected by the time the pupils reach the age of eleven. This sustains the standards recognised at the time of the last inspection. It also confirms the views of parents. The good progress that pupils make over time is due largely to the good range of opportunities for pupils to make music that is built up incrementally. Good teaching enables pupils, including those with special educational needs, to achieve successfully. Teachers throughout school are confident about teaching music. They use the technical language of music well and pass this on to pupils with confidence and enthusiasm. The pupils who play in the orchestra are attaining high levels of achievement, and those with particular gifts and talents in music are enabled to share their high quality performance with others. Music is enjoyed by everyone in school, and this is one reason for its continuing subject strength of the school.
128. In infant classes pupils develop knowledge and skills very thoroughly through referring back to previous learning as they discover how to achieve rhythms. They listen carefully to a taped piece of music and then discuss with their teacher the instruments used before going on to playing instruments themselves. They do this skilfully because they have used instruments so regularly before. They are able to sequence the use of instruments so that rhythms are built up naturally. They perform in groups, listen to one another critically but sensibly, before joining their efforts together. The pupils' creativity is completed as they sing joyfully to the rhythms they have made. Confidence and enjoyment of music making is developed further for some infant pupils as they play recorders as an extracurricular activity. Their learning of successful sequencing of notes and rhythms is enhanced as they respond to their teacher's visual indication of notes on a scale. At the same time they progress in their learning by recognising the need to follow a conductor if their group music making is to be successful.
129. In junior classes, the correct use of the technical language of music increases. This does a great deal to boost pupils' literacy skills. They understand what *crescendo*, *dynamics* and *legato* mean, for example, and use them as common parlance in music lessons and extracurricular activities. Effective use is made of taped music that enables pupils to learn about *tempo*. This is well illustrated for them when they are able to use the hall to move physically to match the tempo in the music. In Years 5 and 6 they are able to imitate and improvise syncopated rhythm patterns successfully in their singing because they have already clapped to a beat and know about the pause point.
130. Teaching is well planned and teachers make good use of resources. Music is seen as broader than a stand-alone subject, whilst at the same time it is recognised that specific skills of music need to be taught. In the broader sense the school provides a wide range of extracurricular activities. There are a number of opportunities for instrumental work with teachers from the school and peripatetic visiting teachers combining to provide pupils with musical skills. Recorders, string, brass and percussion teaching all take place. The fruits of this are seen when pupils join together as an orchestra to play very effectively and professionally. Within lessons, music is used very successfully in other subjects. An example of this was in Year 6 when it had a significant part to play in getting pupils to consider a range of emotions as part of their learning in religious education.

131. The subject is satisfactorily led. The co-ordinator is enthusiastic and has given colleagues confidence to teach music themselves whilst successfully showing his own musical prowess when he leads the orchestra for example. There is, however insufficient monitoring of what is being achieved across the school through direct observation of class lessons by the co-ordinator. There are also missed opportunities for highlighting the powerful contribution that music can make to pupils' spiritual and cultural development by not using it for entry and departure from assemblies. The co-ordinator recognises the need for more emphasis to be given to composing in order to strengthen standards and wishes to make fuller use of ICT to support this development.

Physical education

- There has been satisfactory improvement since the previous inspection.
- Pupils attain the expected standards in all elements of PE at the age of seven and eleven.
- Teaching is satisfactory overall and pupils learn effectively.
- Progress in skills and knowledge development is sound, though it is good in games activities.
- Pupils with special educational needs are doing well, although the higher attainers do not have as many opportunities to show their capability.
- Not enough time is spent on pupils' demonstration of their skills, their own evaluation of how well they are doing or their identification of ways to improve.
- Well-balanced curriculum, with improvements to dance.
- The new co-ordinator is settling well to the management of the subject.
- As yet there has been limited monitoring and evaluation of the strengths and shortcomings of the subject and these require improvement.

132. Since the 1997 inspection, the school has worked to improve the curriculum in PE and has met with some success. In general, the situation outlined in the previous report has been maintained, though particular improvement has been noted in dance; however the pupils' comparative lack of involvement in the evaluation of their own performance has not changed.
133. Pupils attain the expected standards in PE by the age of seven and eleven. Infant pupils are given appropriate opportunities to learn gymnastics, dance and games, as the National Curriculum requires. They grow in confidence and move with increasing grace. They learn to use space effectively, alter the pattern of movement or balance to match the instructions given them and take increasing account of the need for a warming-up and cooling-down period, and safety in movement.
134. Pupils in junior classes learn about the effects of warming-up and cooling-down on their own metabolism. Sound links to science and health education are made in such work, as observed in Year 3, for example. Skills and knowledge in a range of games activities are built well. Pupils show much improved performance in team games such as football, netball and rugby after the careful teaching of skills, as seen both in lessons and out-of-school training sessions. The school has had much success in inter-school sports competitions and has a good reputation locally for its winning ways in team games.
135. Standards in swimming are as expected, with most pupils attaining the expected standard by the time they leave school. There are some useful opportunities for pupils to learn about outdoor activities such as orienteering, both in lessons and when they are attending the county residential centre in North Wales. The oldest pupils study some more adventurous sports and pursuits when they take part in these residential visits. Attainment in outdoor and adventurous pursuits is at the expected level. In one lesson on orienteering observed in Year 6, all pupils rose to the challenge of map reading and used problem-solving skills sensibly to locate control points dotted about the hall. The handful of pupils whose attitudes are of concern to the school worked enthusiastically and with sustained application, and showed particular motivation because of the active style of learning and because those who finished first would be the "winners".
136. Good development of the curriculum for dance has ensured that pupils now reach the necessary standard in performance. Dance is a popular part of the PE curriculum as both boys and girls enjoy the energetic routines they devise and they respond well to the bounding rhythm set by the music. Standards are similarly satisfactory in gymnastics in the juniors as pupils develop the control and quality of movement gained in the infant years.

137. The quality of teaching is satisfactory in both the infants and juniors. The teaching of physical skills is a strength, though teachers do not spend enough time in the use of demonstration or discussion by pupils to focus on the quality of performance and ways to improve. This restricts the knowledge that pupils have and impacts on standards, particularly in Years 5 and 6. The talents of higher-attaining pupils are not always brought out enough, as expectations of teachers are not sufficiently discriminating; all pupils are set similar work and the lack of demonstrations by pupils does not allow these more capable pupils to show what they can attain. Pupils with special educational needs, particularly those with physical or mobility needs, are encouraged and assisted to do as well as they can. This is because learning support staff work well to meet their individual needs. One lesson was seen where teaching was unsatisfactory. Here, the teacher tried to pack too much into the available time, had to cut the lesson short and did not achieve the intentions shown in the lesson planning. Pupils' progress was brought to an abrupt halt with the main points about warming-up and cooling-down lost.
138. The subject is managed satisfactorily. The co-ordinator was appointed recently and is building on the firm foundations established by his predecessor. There is no monitoring of work in lessons and the monitoring of planning is of limited benefit as the strengths and shortcomings identified are insufficiently shared. The co-ordinator is keen to correct this and has energy and enthusiasm to take the subject forward.

Religious education

- Standards are now at the level expected for pupils at seven and eleven years.
- Attitudes to learning are satisfactory in both infant and junior classes.
- Progress is satisfactory in both infant and junior classes.
- Teaching is satisfactory across the school.
- There is full coverage of the major world religions.
- There is good leadership and management, which have ensured the development of the subject from its previously unsatisfactory level.
- There is insufficient monitoring of work through classroom observations by the co-ordinator.

139. Standards at seven and eleven are in line with those expected by the locally agreed syllabus. This is a good improvement from the standards reported at the last inspection, when standards throughout the school were found to be unsatisfactory. Religious education (RE) was identified as an area for development. The improvement is largely due to the hard work and commitment of a co-ordinator who had only just taken over responsibility for the subject prior to the last inspection. A comprehensive scheme of work has been produced that successfully blends together the local authority syllabus and national guidelines. This gives teachers the confidence to teach aspects of religious education that have been well planned and have the resources to support pupils' knowledge and understanding.
140. In infant classes there is an appropriate emphasis upon the more concrete aspects of religion. Pupils' understanding of differences in religions is steadily increased as they compare the Christian and Jewish religions. They develop knowledge of Bible stories already having heard of the Old and New Testaments in their reception classes. Their knowledge and understanding of the similarities and differences of the Jewish religion is much enhanced by carefully planned and well-resourced work. A member of the Jewish faith comes to talk to pupils in Years 1 and 2 but does so through the strong medium of sharing artefacts with them that pupils are able to wear, touch and handle. They do this with care and reverence because the scene has been set so thoroughly for them by their teacher. She works sensitively in partnership with the visitor to clarify and promote understanding.
141. Many pupils in junior classes, particularly in Years 5 and 6 are able to show maturity in considering much more difficult ideas as a result of these earlier opportunities. They combine their enjoyment of music with consideration of how music can trigger off different emotions. They apply their thinking to a range of different religions such as Hinduism and the Muslim religion as well as Christianity. A small minority of pupils do find it difficult to give mature consideration to these ideas. As a result of these attitudes, overall learning is at a satisfactory level. Where learning is better pupils have high-level listening skills and are able to make sensible and sensitive contributions to discussions about expressions of faith.

142. A major reason for the improvement in RE provision focuses on the improved teaching across the school. The provision of a very useful scheme of work underpins teachers' confidence. Where teaching is best, teachers plan and structure their lessons thoughtfully in detail. The structure moves pupils on in their thinking but further important factor is the use that teachers make of imaginative resources. These make understanding more meaningful for pupils because they are real, such as the selection of different types of music.
143. The co-ordinator's role has been pivotal in bringing about improvement through provision of resources and leading the staff and developing and implementing the new scheme of work. There is recognition of the need to monitor the outcomes of learning more closely as well as looking forward to expand resources, including the use of ICT to support pupils' research skills.