

INSPECTION REPORT

**ST CHAD'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Oldham

LEA area: Oldham

Unique reference number: 105690

Headteacher: Mr P Burnley

Reporting inspector: Mr Graham R Sims
28899

Dates of inspection: 2nd – 5th July 2001

Inspection number: 192374

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

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	St Chad's CE Primary School Rhodes Avenue Uppermill OLDHAM
Postcode:	OL3 6EE
Telephone number:	01457 875151
Fax number:	01457 871916
Email address:	info@stchads.oldham.sch.uk
Appropriate authority:	The governing body
Name of chair of governors:	Mr J Hodgson
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
28899	Mr G R Sims	Registered inspector	Information and communication technology	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management
31729	Mr B Harrington	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
03227	Mr D Hughes	Team inspector	English Geography History English as an additional language	
22556	Mr E Morgan	Team inspector	Mathematics Physical education	Curricular and other opportunities for learning Equal opportunities
27324	Mrs D Crow	Team inspector	Foundation Stage Art and design Design and technology	Assessment, support and guidance
20301	Mr P Isherwood	Team inspector	Science Music Religious education	Special educational needs

The inspection contractor was:

Lynrose Marketing
Bungalow Farmhouse
Six Mile Bottom
NEWMARKET
Suffolk
CB8 0TU

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

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
LONDON
WC2B 6SE

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

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

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

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

HOW WELL ARE PUPILS TAUGHT?

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

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

HOW WELL IS THE SCHOOL LED AND MANAGED?

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

PART C: SCHOOL DATA AND INDICATORS

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

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Chad's CE Primary School is situated in the village of Uppermill to the north east of Oldham. It is a voluntary controlled Church of England school, with 277 boys and girls between the ages of 4 and 11. It is larger than most primary schools, although numbers have fallen by 30 since the last inspection, reflecting trends in the local population. Most pupils come from the village of Uppermill and around 5 per cent from outside the catchment area. The socio-economic background of the pupils is generally above average. Around 2 per cent of the pupils are known to be eligible for free school meals, and very few pupils come from ethnic minority backgrounds or from homes where English is not the main spoken language. Just over 10 per cent have been identified as having special educational needs. These percentages are all well below the national average. One pupil has a statement of special educational need. Most children have attended a local playgroup or nursery before they join the school, and their attainment on entry, although wide-ranging, is generally above average. All of the senior staff have joined the school since the last inspection.

HOW GOOD THE SCHOOL IS

St Chad's CE Primary School is a good school with some outstanding features and few weaknesses. Good teaching enables pupils to make better progress than in most schools. By the time they leave school, pupils achieve standards which are above average in mathematics and science and well above average in English. The headteacher provides the school with excellent leadership. This has led to improvements in many areas and created a culture in which teachers reflect critically on what they are doing, are keen to improve and work very hard to provide the best opportunities they can for the pupils. Although income per pupil is above average, the school provides good value for money.

What the school does well

- The pupils achieve above average standards in mathematics and science and even better standards in English by the time they leave school.
- The school makes very good provision for the pupils' spiritual, moral, social and cultural development, and helps them to develop positive attitudes to their work, good standards of behaviour and very good relationships with others.
- The overall quality of the teaching is good; there is a significant amount of very good and some outstanding teaching.
- The school has very good procedures for all aspects relating to pupils' health, safety and personal welfare and for monitoring pupils' personal and academic progress.
- The headteacher provides outstanding leadership; he has developed excellent management systems, has a thorough understanding of the school's strengths and weaknesses, and formulates good plans to help the school to improve.

What could be improved

- Standards in and the use of information and communication technology.
- The teaching of and progress in mathematics in Years 3 and 4.
- The allocation of teaching time and the emphasis given to some subjects of the curriculum.
- The opportunities provided for pupils to become more independent in their learning.

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good degree of improvement since the last inspection in February 1997. The school responded well to its previous key issues. Curricular planning procedures have improved, and all levels of teachers' planning and pupils' attainment are now monitored very carefully. Staff development needs are tied in closely to the school's development plan. The school has embarked on a systematic programme to improve resources and now has a satisfactory range. Pupils are taught in ability sets for English and mathematics; these arrangements help teachers to match work much more closely to pupils' capabilities. The school's procedures for ensuring pupils' health and safety are very good. Many other aspects of the school have also improved. All of the school's management systems have been overhauled. Governors have embarked on a structured programme to improve the school's accommodation. Resources for information and communication technology are better than they were, although there is still room for further improvement. Positive behavioural management systems have been introduced, with a consequent improvement in standards of behaviour. Academic standards and the quality of teaching have improved.

STANDARDS

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

Performance in:	compared with			similar schools	Key	
	all schools					
	1998	1999	2000	2000		
English	A	A	A	B	Very high	A*
Mathematics	C	B	C	D	Well above average	A
Science	C	B	A	A	Above average	B
					Average	C
					Below average	D
					Well below average	E
					Very low	E*

The school's results have improved significantly over the last four years and at a faster rate than the national trend. At Key Stage 1, results in reading and writing were above the national average in 2000. In mathematics, they were amongst the top five per cent of schools in the country. When compared to schools in similar contexts, they were average in reading and writing and very high in mathematics. The overall results at Key Stage 2 were well above the national average, but only average when compared to similar schools. However, pupils in this year group made very good progress in Key Stage 2 in English and mathematics, improving considerably on their Key Stage 1 results. The school analyses its National Curriculum results very carefully and, as a result, identified writing at Key Stage 1 and mathematics at Key Stage 2 as key areas for improvement. Provisional results from the National Curriculum assessment tests in 2001 show that the school has been very successful in improving standards in writing this year. Results in mathematics have also improved, but not to the same extent. The school is very good at setting itself challenging targets, and is successful in meeting them because staff identify ways to improve their teaching.

Most children enter the school with above average levels of attainment. The inspection findings show that they make good progress in the Reception, achieving good standards overall and very good standards in communication, language and literacy. They continue to make good progress in Years 1 and 2 and achieve standards which are well above the national expectations in English and mathematics by the end of Key Stage 1. Progress through Key Stage 2 varies but, overall, is good. Progress in mathematics is unsatisfactory in Years 3 and 4, but pupils make good progress in this subject in Years 5 and 6. By the time they leave the school, pupils achieve standards which are above average in mathematics and science and well above average in English. Pupils are numerate and literate and use their writing skills to very good effect in the work they produce for other

subjects. Standards in geography and history are above average but, despite recent improvements, standards in information and communication technology are still below the expected level. Standards in music are particularly high. Many pupils play musical instruments well and the quality of choral singing is very good. Pupils with special educational needs make good progress as a result of the additional help they are given by teachers and assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils display very positive attitudes to school and normally respond well to their work. They participate enthusiastically in the full range of other activities provided by the school. Older pupils respond in a mature way to the targets which are set for them.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons, around the school and in the playground. They are well aware of the standards expected of them and are polite and friendly. Pupils' are restless in a small minority of lessons.
Personal development and relationships	Good. Relationships amongst pupils and between pupils and adults are very good. Pupils show a good sense of responsibility, especially those who participate in the school council, and the older pupils as they carry out duties and look after younger pupils. The school needs to provide more opportunities for pupils to exercise their independence.
Attendance	Good. The level of attendance is just above the national average, although pupils' progress is adversely affected by the increasing number of families who take holidays during term-time. Pupils arrive punctually in the mornings.

TEACHING AND LEARNING

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

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

The teaching was at least satisfactory in 93 per cent of the lessons observed during the inspection. It was very good or better in 34 per cent of lessons and was good in a further 38 per cent. The teaching was unsatisfactory in 7 per cent of lessons.

The overall quality of the teaching is good, but there is a significant amount of very good and excellent teaching, particularly in Years 5 and 6 where two-thirds of the lessons observed were either very good or excellent. Basic skills in English are taught very well throughout the school, as a result of which pupils learn to read and write very well. The teaching in mathematics is also very successful in most classes but, the teaching is not challenging enough in Years 3 and 4. The school examines its own practice very carefully and has very good procedures to identify weaknesses in teaching and provide additional support for teachers when necessary. The quality of teaching is improving and the school is already taking appropriate action to deal with the few weaknesses which were observed during the inspection. The school works hard to meet the needs of all pupils. The system of grouping pupils by ability for English and mathematics is successful in that it helps teachers to target their teaching more closely to pupils' needs. Good procedures for assessment and a very well run system of target-setting help pupils to be aware of what they need to do next to improve. The teaching of information and communication technology is improving, but more time needs to be given to teaching the subject and allowing pupils to consolidate what

they have been taught. There are many opportunities for pupils to acquire musical skills. The school needs to provide pupils with more opportunities to acquire independent study skills. Classroom assistants fulfil their roles very well and make a significant contribution to pupils' progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school fulfils its statutory obligations and offers pupils a good range of additional learning opportunities, such as extra-curricular activities and educational visits. The large amount of time devoted to teaching English and mathematics affects the breadth of study in subjects like art and design, design and technology, and information and communication technology. The curriculum for the youngest children is sometimes too formal.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are integrated well. Staff are aware of their needs and provide them with appropriate work. Individual educational plans provide clearly focused, manageable targets and pupils' progress is monitored carefully and effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Staff provide good role models and, through the school's programme for personal and social education, help pupils to develop socially and acquire a sense of responsibility. A strong musical tradition, an awareness of people in other countries and involvement in local traditions and activities within the community help pupils to develop culturally.
How well the school cares for its pupils	Very good. This is a very caring school, which has high standards of pastoral care. Staff know their pupils very well and devote much time to helping them set individual targets for their learning. The school manages child protection issues and all matters to do with pupils' health, welfare and safety very well.
How well the school works in partnership with parents	Very good. The school keeps parents very well informed about what is happening in school and the progress their children are making. Most parents are very supportive of the school and appreciate its many good features.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has a thorough understanding of every aspect of the school, has set up excellent management systems and is clearly focused on raising standards, both academically and socially. He is highly respected by staff, parents and pupils and has instigated many changes and improvements since arriving as headteacher four years ago. He receives excellent support from the deputy headteacher. Subject coordinators generally fulfil their roles well.
How well the governors fulfil their responsibilities	Very well. The governing body exercises its role very effectively, ensures that statutory responsibilities are met, and provides good support for the headteacher. Governors are actively involved in the life of the school and, as a result, have a very good understanding of what happens.
The school's	Very good. All aspects of the school are monitored carefully and

evaluation of its performance	regularly. Because the headteacher and staff analyse the school's performance well, they identify appropriate priorities for future development and devise clearly defined action plans to bring about further improvement.
-------------------------------	---

The strategic use of resources	Very good. Although more use could be made of computers, the school uses all of its other resources well. Staff are appropriately deployed and learning support staff make valuable contributions to pupils' learning. Financial expenditure is very carefully planned. The school pays excellent attention to principles of best value.
Adequacy of staffing, accommodation and learning resources	Satisfactory. The school has an appropriate number of qualified and experienced teachers and an adequate number of support staff. The school's accommodation is adequate, although the poor layout impinges adversely on some lessons. Outdoor facilities are good. Over the last year, the level of resources has improved significantly and is now satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school and are making good progress. • Parents like the way the school sets targets for their children and expects them to work hard. • Standards of behaviour are good. The school promotes the right attitudes and values and is helping their children to become mature. • Staff are dedicated, caring and hard-working. • They greatly appreciate the before-and after-school club. • Parents feel comfortable approaching the school, which is welcoming and responsive to parents' concerns and suggestions. • Parents have a high regard for the headteacher. 	<ul style="list-style-type: none"> • The following comments were expressed by a small number of parents only. • Although most parents support the school's approach to homework, some feel it is not always appropriate and not set consistently. • Some parents are concerned about the quality of some of the teaching in Years 3 and 4. • A few parents feel that not enough attention is given to subjects like art. • A small minority expressed concerns about pupils' behaviour in the playground. • Some parents do not feel well informed about their children's progress. • Some parents do not feel the school provides an interesting range of activities.
<p>[The views of parents are based on those expressed by the 25 parents who attended the parents' meeting and the 106 parents (38%) who returned the parents' questionnaire, some of whom also added their own written comments]</p>	

Parents' views of the school are much more positive now than they were at the time of the last inspection. Some parents commented that the school has improved significantly under the leadership of the present headteacher. The inspection findings concur with all of the positive views expressed by parents, and to a few, but not all, of their concerns. Homework set during the inspection was appropriate and connected to what pupils were learning in class. However, the school has noted parents' concerns about the consistency with which homework is set. The overall quality of teaching is good, but some of the teaching in Years 3 and 4 is unsatisfactory. Inspectors concur with the view that more time could be given to subjects like art. Nothing was observed during the inspection to indicate any concerns with

pupils' behaviour in the playground. The school provides a good range of activities in addition to the normal curriculum and keeps parents very well informed about what is happening in school and about their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the National Curriculum assessment tests at the end of Key Stage 1¹ for the year 2000, the school's results were above the national average in reading and writing and amongst the top 5 per cent of schools in mathematics. When compared to the results of schools in similar contexts², they were average in reading and writing and very high in mathematics. All pupils achieved the national expectation of Level 2 in writing, although few pupils achieved high marks at this level or the higher Level 3. In contrast, almost two-thirds of the pupils achieved a high standard in reading, with a third reaching the higher Level 3. In mathematics, over two-thirds of the pupils achieved Level 3. Provisional results from the 2001 assessment tests are not quite as good as those in 2000 in reading and are lower in mathematics, but show a marked improvement in writing, reflecting the attention given to this aspect of the pupils' work during the current year. Although results have fluctuated, standards have improved at a faster rate than the national trend and are better now than they were at the time of the last inspection. Inspection judgements reflect this improving trend and show that standards are well above average in English and mathematics at the end of Key Stage 1. Pupils make good progress through Key Stage 1.
2. At Key Stage 2, the National Curriculum assessment test results in the year 2000 were well above the national average in English and science and average in mathematics. When compared to schools in similar contexts, the results were above average in English, well above average in science and below average in mathematics. When compared to schools whose pupils achieved similar standards in their tests at the end of Key Stage 1 in 1996, the results show that pupils made very good progress through Key Stage 2 in English and science, but unsatisfactory progress in mathematics. Almost all pupils achieved the national expectation of Level 4 in English and science, although over 20 per cent failed to reach this level in mathematics. Almost half of the pupils achieved the higher Level 5 in English and almost two-thirds in science. Less than a quarter achieved this level in mathematics. Provisional results for the year 2001 show continued improvement in English and a slight improvement in mathematics, although fewer pupils achieved the higher Level 5 in science. Overall, the school's results are improving at a faster rate than the national trend, particularly in English and science.

¹ The words 'Key Stage' refer to the different stages of learning in schools. Children start school in the Foundation Stage, which caters for children aged 3 to 5 and generally refers to children who are in the Nursery, Reception or Early Years classes. Key Stage 1 is the first stage of compulsory primary education. It caters for pupils aged 5 to 7 and refers to pupils who are in Years 1 and 2. Key Stage 1 is also frequently synonymous with the term Infants. Key Stage 2 is the second stage of primary education. It caters for pupils aged 7 to 11 and refers to pupils who are in Years 3 to 6. Key Stage 2 is also frequently synonymous with the term Juniors. At the age of 11, pupils start Key Stage 3, which marks the beginning of their secondary education.

² The school's results are compared both to the national average (ie the average of the results of all schools in England, where pupils took National Curriculum assessment tests at the end of Key Stage 1) and to the average for similar schools (ie the average of the results for all schools whose pupils come from similar socio-economic backgrounds, determined by the eligibility of pupils within the school to receive free school meals).

3. The school sets itself challenging and appropriate targets and is successful in meeting them. Staff analyse the school's results and pupils' performance very carefully, gaining a clear picture of what pupils need to do to improve. For the current academic year, the school identified the need to improve standards in writing at Key Stage 1 and mathematics at Key Stage 2 and formulated clear plans to bring about improvement. The significant improvements in writing results at Key Stage 1 indicate that the school has successful procedures which are helping to raise standards. Improvements in mathematics at Key Stage 2 are less dramatic, but the school is, nevertheless, addressing this area of relative weakness successfully. Over the last few years, girls have achieved better results than boys, particularly at Key Stage 1 where the difference between boys' and girls' results is greater than that found nationally. At Key Stage 2, the gap is narrowing. A contributory factor is the school's system of discussing with individual pupils what they need to do to improve and setting personal targets for each pupil. The system is not only proving effective, but is helping pupils to become more aware of their own performance. These procedures and the teaching arrangements, whereby pupils are grouped according to ability in English and mathematics, generally help to ensure that pupils of all abilities are given maximum opportunity to learn and make progress. There are no groups of pupils who are under-achieving, although pupils in Years 3 and 4 could be making better progress in mathematics.
4. Observations made during the inspection and the school's own baseline³ assessments show that the general level of attainment is above average when children start school in the Reception class. Children make good progress during their time in the Reception, and virtually all of them achieve the Early Learning Goals⁴ in each area of learning before they start Year 1. They achieve good standards overall and very good standards in the area of communication, language and literacy, and their understanding of number. Many children are already working towards Level 1 of the National Curriculum in English and mathematics. Attainment in physical and creative development is satisfactory. The children make good progress in their personal, social and emotional development and in their knowledge and understanding of the world.
5. In English, pupils achieve very well throughout the school. Standards in speaking and listening, reading and writing are well above average at the end of both key stages. Pupils of all ages and abilities communicate clearly with one another, and put forward their views and opinions confidently during class discussions. They listen attentively to the opinions of their teachers and classmates. They read fluently and accurately, with good understanding and an ability to talk about what they have read. The pupils' ability to use a range of strategies to decipher new words and tackle more difficult words develops well as they move through the school. Most pupils in Key Stage 1 show a good understanding of how to use a dictionary. By the end of Key Stage 2, pupils are proficient in finding information from books for research in other subjects and are familiar with the library system. Pupils develop the ability to write independently at an early age. By the end of Key Stage 1, they already show a very good awareness of structure, and good standards of spelling and punctuation. By the end of Key Stage 2, pupils use very good expressive language, and their writing is well structured and frequently very imaginative. Pupils learn skills of planning, note-

³ Schools are obliged to carry out an initial assessment of pupils' skills and abilities shortly after they start their school career at or before the age of five. These are referred to as 'baseline assessments'.

⁴ The six areas of learning for children in the Foundation Stage are: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development.

taking, drafting and editing. The pupils' literacy skills are developed well through work undertaken in other subjects and they have numerous opportunities to use and practise these skills in their writing across the curriculum.

6. Inspection findings show that standards of attainment in mathematics are well above national expectations by the end of Key Stage 1 and above expectations by the end of Key Stage 2. The improvement over the previous year's results at the end of Key Stage 2 reflects the efforts of teachers in Years 5 and 6 to deal with identified weaknesses in mathematics and are confirmed by the improvement in the most recent National Curriculum assessment test results. By the end of Key Stage 1, pupils have a very good understanding of place value to 1000 and can solve problems involving the four mathematical operations. Most pupils have well-developed mental skills and devise their own strategies to perform mathematical calculations. They have a good understanding of shape, space and measures. By the end of Key Stage 2, pupils have very good numerical skills. They can estimate length and height sensibly and calculate perimeters and areas accurately. They have satisfactory problem-solving skills, but their investigative skills are not developed as well as they could be. The work done in Years 3 and 4 is frequently insufficiently challenging for the more able pupils and is often rather repetitive. Pupils in these years do not achieve as well as they should.
7. Standards in science are above average at the end of both key stages. All pupils, including those with special educational needs, are achieving well. Pupils make particularly good progress in Years 5 and 6. By the end of Key Stage 1, pupils have developed sound investigative skills and are starting to understand the concept of a fair test. They have good knowledge and understanding of life processes, materials and physical processes. By the end of Key Stage 2, pupils draw conclusions from their investigative work and then use the results to generalise scientific principles. However, there are too few opportunities for pupils to initiate and carry out their own investigations, which impedes their development as independent learners. They have a good scientific vocabulary, which they use well to produce good work on food chains and when describing how the properties of materials change.
8. Pupils achieve the nationally expected standards in art and design at the end of both key stages. By the end of Key Stage 1, pupils have developed satisfactory drawing and painting skills using a range of media, including paints, pencil, crayon and clay. By the end of Key Stage 2, they have developed a wider range of skills and the ability to use different media to express their ideas. Although pupils spend less time on art and design than previously, they make satisfactory progress overall. Standards in design and technology have improved since the last inspection and are now in line with national expectations at the end of both key stages. Pupils of all abilities make satisfactory progress. Pupils have a sound understanding of the designing and making process by the end of Key Stage 1. By the end of Key Stage 2, pupils have a sound understanding of the processes involved in producing a new product, but lack some of the practical skills necessary to produce work of high quality. They are, however, learning how to use and select from a range of materials, how to handle a range of tools competently and how to plan and review their products.
9. Pupils make good progress in geography and history and achieve standards which are above those expected at the end of both key stages. By the end of Key Stage 1, pupils have a good understanding of the features of their own locality and are developing good mapping skills. They have a good sense of chronology and how life in the past differs from life today. By the end of Key Stage 2, pupils have a good understanding of the local environment. The school's connections with a school in Namibia have helped pupils to develop a deep appreciation of cultural and geographical contrasts in the world. They have a secure knowledge of different

periods of history and make good use of different sources of evidence for historical enquiry.

10. Improvements have been made to the school's provision for information and communication technology, but standards of attainment are below the nationally expected levels at the end of both key stages. The main reasons for this are that not enough time is given to teaching the subject and there is not enough opportunity for pupils to use information and communication technology as a tool for learning in other subjects. Pupils are confident in using the restricted range of software, to which they have been introduced, but do not yet use information and communication technology as an everyday tool for finding things out, developing their ideas and exchanging and sharing information.
11. The school has maintained the very high standards of music reported in the previous inspection. Standards are above national expectations by the end of Key Stage 1 and well above expectations by the end of Key Stage 2, where pupils' musical skills are developed very well by a combination of outstanding teaching and many opportunities to sing and play a wide variety of instruments. Pupils perform to a very high standard, particularly those who participate in the school's choir and various musical ensembles, such as the wind band and guitar groups.
12. Pupils' attainment in physical education at the end of Key Stage 1 is above national expectations. Pupils have well developed ball skills, exercise safely and work cooperatively and sensibly in small groups. Attainment is in line with national expectations at the end of Key Stage 2, although standards vary through the key stage because some of the teaching of physical education is unsatisfactory. At best, pupils undertake their activities with a sense of purpose and sustained enthusiasm and many pupils participate in the good range of sporting extra-curricular activities. Virtually all pupils reach the expected standards in swimming. In some lessons, pupils lose interest, behaviour deteriorates and small groups of pupils engage in their own activities rather than the intended purpose of the lesson.
13. In religious education, pupils at both key stages are attaining at the levels expected in the locally agreed syllabus and are achieving satisfactorily. By the end of Key Stage 1, pupils have very good knowledge of the church, but do not remember stories from the Bible very well. They are starting to understand that there are similarities between faith groups such as special books, leaders and special buildings. By the end of Key Stage 2, pupils have a sound understanding of Christianity and a satisfactory awareness of aspects of other faiths, such as Judaism, Islam and Hinduism and of the similarities and differences between the major faith groups.
14. Pupils with special educational needs make good progress towards the targets in their individual educational plan. Their progress in English and mathematics is particularly good because work is set at the right level. Teachers and other staff give pupils good support in lessons. Pupils with special educational needs have good attitudes to their work and this has a positive effect on the progress they make.

Pupils' attitudes, values and personal development

15. Pupils have positive attitudes to school and are generally enthusiastic learners. Most understand what is expected of them and work persistently at their tasks. They respond well to challenging work and enjoy the successful completion of difficult work. Most pupils contribute well to lessons and older pupils who have benefited from the target-setting process need no prompting to produce high-quality written and oral work. Parents agree that their children like coming to school and staff feel that pupils

now have more positive attitudes to school than they did at the time of the last inspection.

16. Behaviour in and around the school is good. Pupils play well together and conform to social protocols at lunchtime. Behaviour in lessons is generally good. In a small number of lessons, where the teaching is undemanding, some pupils do not make a full contribution to the lesson and a few display inappropriate behaviour. Where pupils are being challenged sufficiently, they show interest and a willingness to persevere at difficult problems. Parents state that behaviour in school is good, and pupils agree that behaviour has improved substantially in recent years with a dramatic reduction in name-calling. There have been no recent exclusions.
17. Pupils' personal development is good. Throughout the school, pupils carry out monitorial roles with pride and are encouraged to accept responsibility. At lunchtime, designated pupils in Year 6 act as table monitors, taking lunch with younger children. At other times, they are involved in 'buddy' reading partnerships with younger children, setting a very good example, helping with reading technique, and demonstrating the Christian, sharing values of the school. The school's target-setting procedures, which are particularly well executed in Years 5 and 6, help pupils to develop a greater understanding of the learning process, to be aware of what they need to do to improve and to take greater responsibility for their own learning. The school could extend this very positive feature by providing pupils with more opportunities to exercise their own autonomy in some situations, so that pupils become truly independent learners. Relationships throughout the school are very good. The mature attitudes displayed by most pupils in lessons are a reflection of the relationships and exchanges that take place across the school.
18. Attendance is good. During the last reporting year, the rate of attendance was well above the national average, and has been held at this level for a few years. All absences are authorised. Pupils arrive at school punctually which allows the school day to begin on time and without interruption. A number of family holidays are taken during term-time which has a significant effect upon the rate of attendance and deprives those pupils involved of the opportunity of continuous learning.

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of the teaching in the school is good. Of the 65 lessons or part-lessons observed during the inspection, 38 per cent were good, 28 per cent were very good and 6 per cent were excellent. Seven per cent of the lessons were less than satisfactory and the remainder were satisfactory. The teaching is particularly good in Years 5 and 6, where two-thirds of the lessons observed were either very good or excellent. All of the unsatisfactory teaching occurred in Years 3 and 4, although over half of the lessons observed for this age group were good or better.
20. There have been some significant improvements in the quality of teaching since the last inspection. The overall quality of the teaching has improved and a much higher proportion of lessons are good or better. The school examines its own practice very carefully, identifying areas of weakness and taking effective action to bring about improvement. An appropriate course of action, including mentoring and classroom observations, has already been started to help improve the small element of unsatisfactory teaching which still exists. The teaching of both design and technology and information and communication technology has improved, although more time still needs to be given to the teaching of information and communication technology. The needs of the more able pupils are now being met more effectively, as pupils are now divided into ability groups for the teaching of English and mathematics. This is proving particularly effective in English and is also very effective in most classes in

mathematics, although the right level of challenge is not always set in mathematics in Years 3 and 4. High standards of teaching in music have been maintained, but the quality of teaching in physical education in Key Stage 2 is currently not as good as that observed during the previous inspection. There are no subjects in which the teaching is weak, but the teaching of the core subjects of English, mathematics and science, and of history, geography and music is generally better than in other subjects.

21. As for teaching, the overall quality of learning is good, although the rate at which pupils learn varies from class to class. Pupils make greatest progress in their learning in Years 5 and 6, where the teachers' high expectations, some excellent teaching and a culture in which pupils are encouraged to reflect on their learning and set themselves targets combine to provide a very good climate for learning. Pupils make unsatisfactory progress in their learning in a few lessons in Years 3 and 4, where some of the work, particularly in mathematics, is not sufficiently challenging, is overly repetitive or does not build sufficiently on work which pupils have already covered in previous years. However, much of the teaching and work in Years 3 and 4 is of good quality, and in over half of the lessons observed during the inspection pupils made good progress in their learning. Pupils make good progress in the Foundation Stage and in Key Stage 1. In most classes, the pupils have positive attitudes to their work and behave well. They show a good level of interest, apply themselves well to their tasks, and maintain good levels of concentration.
22. Pupils with special educational needs are supported well in lessons both by teachers and classroom assistants. Pupils' needs are identified at an early stage and, where appropriate are provided with individual education plans which are of satisfactory quality. Although some of the targets in these plans are very clear and measurable, for example being able to read a certain number of words or recognise particular letter sounds, a number are too general and are difficult to measure. Individual education plans are linked particularly well to the English and mathematical aspects of the National Curriculum. Teachers are very aware of the needs of the pupils, and incorporate pupils' targets into their short-term planning. This support ensures that these pupils make good progress in their learning. There are very few pupils who have English as an additional language, but the school monitors their progress carefully, ensuring that their individual needs are met. As a result, they also make good progress in their learning.
23. The teachers' knowledge and understanding of the subjects of the National Curriculum and religious education is good and most teachers demonstrate a good level of confidence and competence in their teaching. Teachers have worked hard to improve their expertise in information and communication technology and the curriculum has been arranged to enable teachers to teach to their strengths while further training is provided in areas in which teachers acknowledge further training is required. Effective use is made of teachers' own enthusiasms or expertise in Key Stage 2, with some subjects being taught by one teacher to each class in the same age range.
24. Basic skills of literacy are taught very well. Pupils learn skills of planning, note-taking, drafting and editing, and have numerous opportunities to use and practise these skills in their writing across the curriculum. Pupils' numeracy skills are consolidated through a range of activities across the curriculum, such as careful measurement and recording of scientific investigations. Most pupils are confident in using a computer, although they have yet to acquire a wide range of skills which would enable them to use computers more widely to assist their learning in other subjects. Teachers are good at getting pupils to reflect on their own learning and to set targets. However, they still need to provide pupils with more opportunities to exercise their own

independence, for example, through investigative work in science or the provision of more open-ended learning tasks.

25. Teachers undertake their weekly planning in teams. This cooperative approach, and the high expectations as to what pupils are capable of achieving, result in good planning which generally ensures that work set for pupils is clearly differentiated and well matched to their needs. A clear curricular framework assists teachers in their planning. Occasionally, as in mathematics in Years 3 and 4, not enough account is taken of pupils' prior learning, so that the work planned is not challenging enough. All lesson plans relate to learning objectives which help to provide a clear focus for lessons. At times, such as in some information and communication technology lessons, the objectives are too broad to be accomplished within the lesson, and need to be broken down into more manageable, specific objectives. Teachers share objectives with the pupils, helping them to understand what they are trying to achieve. At times, however, the objectives are phrased in language which is hard for pupils to understand. The school has made good use of the National Literacy and Numeracy Strategies to improve planning in English and mathematics. As teachers become more familiar with using computers, greater thought needs to be given as to how to integrate learning tasks in information and communication technology with those in other subjects. Teachers share a commitment to high standards, and this expectation is communicated clearly to pupils.
26. The teachers use a good variety of teaching methods, striking an appropriate balance between whole-class teaching, group-work and individual tasks. Teachers organise their pupils effectively, often grouping them by ability and giving different work to different groups. In English and mathematics, the school operates a 'target-group' system, in which assessment results are used effectively to group pupils according to ability or need. These grouping arrangements enable teachers to cater more easily for the individual needs of pupils and to promote pupils' learning. Most lessons are structured well although, occasionally, teachers do not always leave sufficient time to recapitulate what has been learnt in the lesson and draw it to an appropriate conclusion. Good teaching strategies are evident in many lessons, and these motivate the pupils and help them to learn well. Quick mental mathematics sessions, for example, are having a positive impact on pupils' ability to use numbers. In an excellent English lesson for pupils in Years 5 and 6, pupils entered the classroom to the sound of haunting music and the class text was then read to leave impressive and exciting images in the minds of the pupils which set the scene for purposeful activities in the rest of the lesson. Most teachers are good at involving pupils, although occasionally the teacher dominates proceedings and provides little opportunity for pupils to input their ideas, with the result that pupils lose interest and make little progress in their learning.
27. Very good relationships exist between staff and pupils throughout the school. The teachers know their pupils very well, and they respect and value the pupils' contributions to lessons. Nearly all teachers manage pupils well. They insist upon good behaviour, with an emphasis upon encouragement and reward and the use of positive comments to raise the self-esteem of pupils and motivate their learning. Occasionally, however, pupils are praised for work or behaviour which is not particularly praiseworthy, which has the effect of devaluing other positive comments made by the teacher. The use of humour, careful choice of material for learning and the commitment which teachers show towards the pupils all help to motivate the pupils to learn. In a small minority of lessons in Years 3 and 4, the pupils are not managed as well as in other classes, leading to restless behaviour and lack of concentration, both of which have a detrimental effect on pupils learning.

28. In general, teachers ensure that their lessons have a good pace and that pupils are involved fully throughout the lesson. In many of the lessons in Years 5 and 6, the teachers maintained excellent pace throughout, which ensured that the lessons were productive and pupils learnt well. In some of the lessons in the Reception classes, activities lasted too long, and pupils lost their concentration towards the end of the session. In most classes, pupils are given a clear indication about what they are expected to do in a given time. Where available, very good use is made of classroom assistants who fulfil their roles very well and make a significant contribution to pupils' progress. Teachers keep them well informed with respect to the planned tasks and expected outcomes. The classroom assistants are especially effective in their support for pupils with special educational needs, working sensitively with them, encouraging and asking appropriate questions. Teachers use a wide variety of resources well to stimulate and support learning. In a very good religious education lesson in Year 2, for example, pupils' learning, which had resulted from a visit to the local church, was reinforced by a visit from the vicar during the lesson. Simple techniques, such as the use of small whiteboards in a mathematics lesson, help to keep all pupils involved and participating in the lesson. Classrooms are made interesting places with colourful displays, informative labels and readily accessible resources. Displays are frequently referred to during the lesson and act as reminders at other times which help to consolidate pupils' learning. The use of information technology as a resource is under-developed in all subjects.
29. Teachers' ongoing assessment procedures are good. Most lessons conclude with an evaluation of the progress the class has made towards the objectives discussed at the start of the lesson. Teachers use questions well to check pupils' understanding. The marking of pupils' work in Years 5 and 6 is of a high quality, helping pupils' to understand how they can improve their work and linking well to pupils' individual targets. The target-setting process is particularly well developed in these classes, and pupils have a very good understanding of what they need to do to improve. The quality of marking and feedback to pupils in Years 3 and 4 is satisfactory, but does not contribute as strongly to pupils' learning as in the older classes.
30. Most parents are satisfied with the work their children are given to do at home, but some parents feel that work is not set consistently enough. The school has noted these concerns. Homework set during the inspection was appropriate and connected to what pupils were learning in class and, in some lessons, formed an appropriate starting point for pupils' learning for the lesson.

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

31. The school provides a satisfactory curriculum overall, with particular strengths in the core subjects of English and mathematics, and in music. The curriculum for pupils in Key Stages 1 and 2 is generally broad and balanced and fully meets the requirements of the National Curriculum. Religious education is taught in accordance with the requirements of the local Agreed Syllabus. The curriculum for children in the Foundation Stage is satisfactory; the school follows the government's non-statutory guidance.
32. The curriculum gives particular emphasis to developing pupils' literacy and numeracy skills, and this is achieved successfully. The national guidelines from the Qualifications and Curriculum Authority have been implemented successfully and incorporated into the school's own planning, and this provides secure guidance and support for teachers' planning. The school has put very effective monitoring procedures in place which ensure standards are being maintained and weaknesses identified and addressed. Some of the foundation subjects, such as art and design,

design and technology, and information and communication technology, however, are allocated too little time on the timetable and this affects standards in these subjects. Time is not always used as effectively as it could be during the school day. In response to priorities identified in previous development plans, time was set aside between registration and the first lesson of the day and immediately after lunch to develop basic literacy and numeracy skills. As standards in English and mathematics have risen, the need for these sessions has diminished and, at present, the time available for these sessions is not always used to best effect. The school could profitably review its timetable provision, and release more time for other subjects.

33. The needs of individual pupils and groups of pupils are very well met, particularly in English, mathematics and science. The setting arrangements for literacy and numeracy enable teachers to match tasks much more closely to pupils' abilities than in mixed-ability groups and, in most sets the work provided is entirely appropriate for the pupils' needs. Through its very well developed system of target-setting, the school helps pupils, particularly those in Years 5 and 6, to reflect on their own learning and to appreciate what they need to do to improve. The emphasis given to personal and social education lessons helps pupils to accept increasing responsibility for their own learning. Teaching styles, however, do not always complement this move to help pupils acquire greater independence, as teachers do not always give pupils sufficient opportunities to exercise their own independence, for example, through investigative work in mathematics or science, or the opportunity to tackle more open-ended tasks in other subjects.
34. The provision for pupils with special educational needs is good. They have full access to the curriculum and are fully included in all aspects of school life. This has a positive effect on the progress they make. The school monitors the work of the very few pupils who have English as an additional language and ensures that their needs are met. The provision for children in the Foundation Stage for literacy and numeracy is very good, but there are limited opportunities for children to learn through play. Opportunities for children to develop their creative abilities to their full extent are limited due to the amount of time given to numeracy and literacy.
35. The school offers a good range of extra-curricular activities on each school day. Sport, music and drama clubs are held before and after school and during lunchtimes. Through these activities, pupils have the opportunity to compete against other schools and demonstrate the skills that they have acquired to their families and friends. The drama club has recently performed in full *A Midsummer Night's Dream*. A very popular before- and after-school club provides a social environment for those children whose parents have a long working day. Pupils in Year 6 may attend a residential activity which provides enrichment of their personal experiences and the development of their social skills. Despite the school's best efforts, a small number of parents do not think that there is a sufficiently interesting range of activities on offer.
36. Very good provision is made for pupils' personal, social and health education, including citizenship. In addition to formal lessons, the subject is presented through circle time, other curricular subjects, and the incidental opportunities taken by teachers to support pupils' personal development. Younger pupils are regularly involved in role-play, and older pupils undertake dramatic presentations and discussions of moral issues having relevance to the school and the wider community. During the inspection, for example, several groups of pupils were involved in discussions about specific environmental issues and the prevention of bullying.
37. Sex education is presented mainly through the religious education and science curricula, and the drugs awareness programme is contained within science topics. The school's sports day is used to raise pupils' awareness of the benefits of healthy

eating and exercise, and the catering staff present information through the year about the healthy lunches that are available. The coordinator for personal, social and health education has ensured that all staff have received the training needed to present the school's vision for pupils' personal development, and through a subject audit she has identified further training and the opportunity to involve parents through the parents' forum. The raising of pupils' self-esteem through personal education projects and the use of individual achievement files is very effective and is a feature of the school's philosophy with regard to pupils' development. Almost all parents agree that the school is helping their children to become mature and responsible.

38. The school has good links with the community and very good relationships with its partner institutions. Good use is made of the locality for the study of buildings, land use, retailing, and change of use of buildings. Pupils shared their celebration of the school's 30th anniversary with the community by holding a parade through the village. Pupils visit the church as part of their religious education studies, and to celebrate the major Christian festivals. The vicar is a regular visitor to school and supports the religious education curriculum in addition to presenting assemblies. Groups of pupils share their talents with the community at music and carol festivals, bell-ringing concerts and choral-speaking events. Younger pupils share experiences with children from the local nursery and playgroup. Older pupils share an assembly on the theme of caring and friendship with children from a special school. These events enrich pupils' social experiences and help them to establish their sense of community. Several parents attend the weekly Cyber Café to socialise and use the school's Internet services. These events demonstrate to pupils that parents value education and the resources of the school. A former museum curator brought in artefacts and spoke to pupils about the school days of yesteryear, and a retired baker has shared his skills and reminiscences with pupils in Year 1. A major telecommunications provider gave focus to a topic on communications for pupils in Key Stage 2 by holding a workshop on the varieties of communication. Throughout the year, pupils are involved in raising funds to support a number of charitable organisations and have regular correspondence with schools which they support in Namibia and El Salvador. In this manner, they have become aware of the difficulties faced by those who are less fortunate than themselves.
39. The school has very well established induction routines which involve children from the playgroup and nursery visiting the school for sessions prior to entry. Pupils in Year 6 meet staff from the main receiving high school and visit for sampler days during the summer term. The transfer arrangements help pupils to settle easily in their new schools. The school welcomes student teachers from local universities each year to undertake practical training, and also provides work experience opportunities for foreign exchange students, high school and sixth form college pupils, and students studying at local colleges and training institutions.
40. The school's provision for pupils' spiritual, moral, social and cultural development is very good overall and has improved since the time of the last inspection. The school makes good provision for pupils' spiritual development. Pupils are valued as individuals, and opportunities are provided during the school day, such as during circle time, for pupils to talk about their feelings and to reflect on their own experience. Opportunities to reflect on their experiences, are a strong feature of the school. Pupils also have opportunities to reflect on special events in their own lives and those linked to the Christian calendar.
41. The school makes very good provision for pupils' moral and social development. Pupils understand clearly the difference between right and wrong, and the vast majority of pupils of all ages act accordingly. Most pupils have a well-developed moral code that forms the basis of their behaviour. Good opportunities are provided for

pupils to take responsibility, such as during lunchtimes, when older pupils quietly and efficiently support younger pupils in the dining hall. Pupils are supportive of one another when working in small groups and playing during break and lunchtimes. Pupils show initiative and willingly help their teachers in their classrooms and were generally helpful to visitors during the inspection. Teachers and other adults who work in the school are very good role models, and pupils report that they can confide in them and seek guidance when required. All pupils have an opportunity to attend a residential weekend involving some outdoor activities. This suitably enhances pupils' social skills and independence.

42. The provision for pupils' cultural development is good. The curriculum incorporates opportunities for pupils to develop their knowledge and understanding of the local area. Studies in history enable pupils to know something of the way their village has evolved and, when the school's 30th anniversary was celebrated recently, pupils had a good insight into the way that education has changed over the years. Studies in the locality also involve environmental issues, such as the conservation of a local woodland. Local musical traditions, such as the playing of hand-bells, are included in the school's programme, and visits to local museums and visitors to the school suitably enhance pupils' knowledge of their culture and heritage. Other cultures and faiths are studied in the religious education curriculum. The school has links with Namibia and El Salvador, and French students regularly work at the school as part of their work experience. The school contributes to national and local charities.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school has very good procedures for ensuring the health, safety and welfare of pupils. The headteacher has been nominated to deal with issues of child protection. He is supported in this role by the deputy headteacher and the local education authority. The child protection policy is updated annually, and all staff receive related training from the pupils' welfare service. The school considers the welfare of all pupils very carefully. For example, the school telephones parents after the 10:00am deadline if a pupil is absent and the reason is not known; this 'keeping-in-touch' routine ensures that pupils' whereabouts are known to both parents and the school every day. These routines are supported through the checking-in system applicable to the before- and after-school club members, and contribute to the fact that all absences are authorised.
44. Risk assessments are carried out on behalf of the governing body by the headteacher and a member of the premises committee. Any concerns identified during the risk assessment are presented to the governing body and corrected as appropriate to the nature of the hazard. Pupils know who to report to if they are feeling unwell or have had an accident. Members of staff have received training in first aid and there are first-aid boxes placed about the school. Pupils who have received treatment are monitored for ill effects and those who have bumped their heads wear a sticker to let their parents and other adults know this. During the inspection, teaching and supervisory staff were seen to deal with minor accidents quickly and effectively, thereby enhancing the trust and confidence of the pupils in their care.
45. The school provides very good educational support and guidance for all pupils. This aspect of the work of the school pervades all school planning and relationships in school, and has a positive impact on pupils' learning. Throughout the school, pupils are involved in setting their own targets for academic and personal development. This is a taught process, using materials written by the local authority's working party to which the subject coordinator contributes, and is based upon reflection and self-evaluation. By Year 6, pupils have compiled progress files of a very high quality, the contents of which embrace academic, personal and outside achievements they have

chosen themselves. Pupils' academic development is monitored by class teachers, with higher-level interrogation by the headteacher against attainment and achievement. Specific targets are set through activities such as guided reading sessions for literacy, and evaluations subsequently made through extended writing tasks. Achievement of targets is acknowledged through bulls-eye awards which are an important feature of pupils' individual files. Older pupils use the profiles to identify gaps in their own knowledge and understanding, using this information to establish academic targets. Pupils' understanding of their own learning makes them equal partners in parent-teacher-pupil meetings in Years 5 and 6. At the leavers' assembly, pupils present their personal statements in the presence of their parents and friends. Within lessons, it is evident that where teachers acknowledge the existing talents of pupils, self-esteem is raised which positively affects learning. Parents acknowledge that the school expects their children to work hard and to achieve their best.

46. A weekly analysis of attendance is conducted by the school secretary, and letters of concern are sent to parents when absence has a significant effect upon the pupil's education such as those coinciding with the National Curriculum assessment tests. Parents are also reminded that family holidays taken within term-time are at the discretion of the headteacher. The pupils' welfare service officer visits the school each term and is available to follow up any concerns should the school have been unable to resolve them on a routine basis. All pupils value the awards that the school makes to those who have achieved 100 per cent attendance for the year, and for the half-termly top-attenders in each class.
47. Procedures for monitoring and promoting good behaviour have been reviewed in recent years and are proving effective in all areas of school life. Pupils have a secure understanding of the level of behaviour expected of them and try hard to meet these expectations. Older pupils appreciate their involvement in decision-making and are pleased that teachers share all pertinent information with them. During the inspection, older pupils presented a dramatic cameo during assembly to demonstrate the preferred method of dealing with any incidents of bullying in school. This supported the whole-school task that pupils are undertaking on the same theme by redrafting the anti-bullying policy through the efforts of the School Council. On occasions, adults use excessive praise which is counter-productive in that it lowers expectations and does not provide pupils with a consistent message. The headteacher maintains a record of minor concerns about pupils, such as changes in family circumstances, to enable those pupils to receive the support they need.
48. The school has good procedures for identifying special educational needs. The class teacher and special educational needs coordinator set targets for the pupils. The procedures for assessing the needs of pupils with special educational needs are good. There is a wide range of tests and assessments, which are used effectively to identify and address special educational needs. Progress towards individual targets is checked regularly and, as a result, teachers and support staff are able to modify targets when necessary. Pupils are aware of their own targets and know what they have to do to improve their learning. The special needs register is reviewed regularly.
49. Procedures for assessing and monitoring pupils' personal and academic performance, including children in the Foundation Stage, are very good overall. There are very good procedures in place for monitoring pupils' progress in English, mathematics and science. However, procedures in some of the foundation subjects are inconsistent and do not provide sufficient guidance for staff in planning work. The way the school analyses and reflects on data received from national tests and other formal assessments is excellent. These results are used effectively to identify areas for development and to track the progress of individual pupils. The school has developed a system of self-evaluation by pupils through sharing, and ensuring they have a clear

understanding of, their learning objectives and criteria for assessment. Pupils are provided with good opportunities to look at their personal profiles and discuss their progress and achievement with their parents and teachers on parents' evening. These occasions are used well to determine the next steps in learning and for pupils to set their own relevant targets for improvement. Pupils are appropriately encouraged to be reflective about their achievements and needs. Regular staff meetings are held when teachers look at pupils' work to ensure there are consistent judgements about standards throughout the school. The school's procedures have been recognised as good practice by the local education authority. In the Foundation Stage, children's attainment on entry to the school is assessed using the local authority's guidance, and the information is used well to develop children's learning towards the Early Learning Goals, particularly in communication, language and literacy and mathematics. It is repeated at the end of the reception year to assess the learning that has taken place over the year and appropriately highlight areas for further development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The great majority of parents have extremely positive views of the school. This is a significant change in parents' views since the previous inspection when many parents were dissatisfied with a number of aspects of the work of the school. The school takes the views of parents very seriously and has used questionnaires to ascertain their views on school effectiveness and 'customer relations'. Parents now believe that the school is well led and managed, that the teaching is good, that their children are making good progress, and that they would feel comfortable about approaching the school with questions or a problem. A very small minority, however, are not comfortable with the amount of work that their children get to do at home and do not feel that the school works sufficiently closely with parents.
51. There are very good links between the school and parents. The school provides parents with very good quality information through formal documents, such as the governors' annual report to parents, the school's prospectus, and pupils' progress reports. These are supported by newsletters, curriculum information, key-stage newsletters within which there are clear statements about the school's expectations for homework, consultation evenings and the parents' forum which enables draft policies to be discussed prior to implementation. Progress reports are provided termly. They are useful documents that have been devised to convey the optimum amount of information in a form that is easy to assimilate. They are enhanced by comments from teachers, pupils, the headteacher and, eventually, parents. Consultation evenings provide parents with additional opportunities to monitor their children's transfer to a new class, attitudes, aptitude and progress. Any concerns raised by parents are monitored and reported back.
52. There is good attendance at the governors' annual meeting for parents, and all parents have contributed to the home-school-pupil agreements through discussion or as signatories. Parents are involved in the 'keeping-in-touch' initiative which alerts parents when pupils who are expected to be in school do not attend by 10:00am. Some parents help in classrooms with younger children which provides additional teaching and learning opportunities in addition to the benefits available to pupils through extra social interaction with adults. Many parents provide additional supervision on sports day and on school trips. Some school support staff have been recruited from the parent body, and with the support of the school have achieved vocational qualifications.
53. There are good links with parents of children with special educational needs. The teachers inform parents at an early stage if there are concerns about a child's learning. Parents are kept well informed about their children's progress and are given

copies of their children's individual education plans so they can help develop learning at home. Parents are invited to attend annual reviews.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. All of the school's senior management team has changed since the last inspection. The overall quality of the leadership and management provided by the headteacher is excellent. He has a very clear vision of the way he would like to see the school develop, and has worked very hard over the last four years to overhaul all aspects of the way the school is managed. He has set up excellent management systems and is clearly focused on raising academic standards, whilst providing pupils with an environment in which they are given every opportunity to develop personally in line with the aims and Christian foundation of the school. He has a very good ability to analyse the school's strengths and weaknesses and has a very thorough understanding of every aspect of the school. He is highly respected by governors, parents and pupils and has welded the staff into a team which works very well together and shares his vision for improvement. He receives excellent support from the deputy headteacher who has taken a major responsibility in developing the school's very effective programme for personal, social and health education. As an excellent classroom practitioner, she provides other teachers with a model of good teaching practice, which is seen to be effective in raising standards. The headteacher delegates management tasks very well, providing very clear guidance for all delegated roles so that staff, and governors, know exactly what is expected of them. Subject coordinators generally fulfil their roles well. The special educational needs coordinator performs her role effectively, meeting fully the recommendations of the Code of Practice for special educational needs. The governor with responsibility for special educational needs has good knowledge of the school's systems and procedures.
55. The governing body is very effective. Governors fulfil their roles very well, showing not only very good commitment to the school, but a much better understanding of their school than is found in most governing bodies. They fulfil their statutory responsibilities and support the headteacher well in his quest for continual improvement. Governors have clearly delineated roles and responsibilities, and each governor is linked to a class and member of staff and that person's related responsibilities. The system ensures that the governing body is well informed about what is happening in every area of the school. Each governor has an individual action plan, the aim of which is to enable them to gain an even better understanding of specified aspects of the school and to be of further help to the school's development. The headteacher has played an important part in developing the role of the governing body, by providing governors with very good guidance and keeping them very well informed about what is happening in school. The headteacher and chair of governors enjoy a good, productive relationship. Governors keep parents well informed about what is happening in the school, and their annual report to parents is detailed, clear and informative.
56. The school's procedures for monitoring, evaluating and taking action to improve are very good. All aspects of the school are monitored carefully and regularly in accordance with a well-organised programme and a detailed monitoring policy. The headteacher provides very clear guidance for staff and governors on how to undertake their monitoring responsibilities effectively. Copies of teachers' medium-term plans are monitored by the headteacher each half-term and teachers are required to share their weekly planning with members of the senior management team from time to time. The headteacher interviews groups of pupils each half-term to monitor selected aspects of English and mathematics. Sessions are arranged each term to monitor samples of pupils' work. A programme of lesson observations is

organised each year, which ensures that each teacher is observed teaching during the year. Additional observations are arranged to tie in with national initiatives. A new programme of paired observations has been initiated, the aim of which is to help teachers engage with each other in the pursuit of excellent teaching. Visits to other schools are arranged in order to observe good teaching practice. Subject coordinators are given time to monitor within their subject area. The result of these procedures is that staff reflect much more carefully on their own teaching practice and that the quality of teaching has improved in recent years. The procedures have helped the school to identify weaknesses in teaching, most of which have been tackled quickly and effectively. The school is aware of an area of weakness in teaching in Years 3 and 4 and has initiated appropriate plans to endeavour to bring about further improvement.

57. Governors are also actively involved in monitoring what happens through their class links and occasional formal monitoring of pupils' work and teachers' planning. The headteacher has also subjected his own performance to evaluation through the school's link advisor, using interviews with staff and a staff questionnaire. All of these processes indicate that the school reflects very carefully on its current practice. The most important points from each monitoring exercise are noted and shared with staff and, where appropriate, development points are agreed. In this way, staff are given helpful pointers as to how to improve their current practice.
58. The monitoring and evaluation processes help to inform the school's development plan which is comprehensive and very good. The plan is very detailed, carefully costed and indicates clearly who is responsible for what. The plan is projected well into the future and all areas of the school are reviewed regularly. It is firmly rooted in the school's aims, and relates carefully to the local authority's development plan, national initiatives and the school's own perceived priorities. All members of the school community contribute to the plan. Staff are consulted about areas for development and a broadsheet is drawn up outlining areas which staff have identified as weaknesses and in need of review. Subject coordinators are asked to set targets for the development of their subject area. At the end of the year they evaluate the progress they have made and set new targets for the following year. The school makes very good use of external data in order to identify strengths, trends in particular year groups, value-added indicators and areas for improvement. This year, for example, writing at Key Stage 1 was identified as an area for improvement. School-based training sessions, support from the local authority's literacy consultant, an audit of writing, practical input and support in classes, and cross-phase standardisation groups have all helped to raise teachers' awareness and improve teaching practice. The results are seen in the significant improvement in the standards achieved in the National Curriculum assessment tests for 2001. The cooperation, good team spirit and positive attitudes of the staff together with the excellent systems which are in place show that there is very good capacity for further improvement.
59. The effectiveness of the school's procedures is seen in the good range of improvements which have occurred since the last inspection and the continuing improvement in academic standards which, overall, are rising at a faster rate than the national trend. Curricular planning procedures have improved, and all levels of teachers' planning and pupils' attainment are now monitored very carefully. Staff development needs are tied in closely to the school's development plan. The school has embarked on a systematic programme to improve resources which are now sufficient to cover all aspects of the curriculum. The school has responded well to the need to cater more effectively for higher-attaining pupils, and the decision to teach pupils in ability sets for English and mathematics has proved successful as teachers are able to match work much more closely to pupils' capabilities. The school's procedures for ensuring pupils' health and safety have improved and are now very

good. Many other aspects of the school have also improved. All of the school's management systems have been overhauled. Governors have embarked on a structured programme to improve the school's accommodation. Resources for information and communication technology are better than they were, although there is still room for further improvement. Positive behavioural management systems have been introduced, with a consequent improvement in standards of behaviour. The quality of teaching has improved.

60. The school has improved its procedures for financial planning very well since the previous inspection and excellent systems are in place. Financial planning fully supports the educational plans identified in the school development plan which is carefully costed. There are regular meetings of the governors' finance committee and governors are very well involved in monitoring and evaluating the effectiveness of their decisions. The school uses specific grants excellently. There is very careful planning and detailed costing. These grants are having a very positive effect on learning and contribute very well to the progress made by pupils. The governors consider the longer-term strategic planning very effectively, for example the possible effects of the reducing child population in the area. The school has a higher than recommended carry forward figure, including a contingency fund. The governors are aware of this and have detailed, well thought out plans for the use of the money.
61. The school applies the principles of best value excellently. Working closely with the local education authority, the school ensures that it gets very good value for money when it orders supplies. Comparison of standards in all and similar schools are made to judge how well the school is performing. When changes are made, the governors and headteacher consult widely with all the school community and parents. The day-to-day administration of the school is very good. There are very good systems, with checks in place to ensure that they are working efficiently and effectively. The school's administrative officer gives the headteacher and staff very good support, allowing them to concentrate on educational matters. The use of new technology is satisfactory. It is used very well to aid the administration of the school, but its use to develop pupils' learning needs further development.
62. The school is adequately staffed to meet the needs of the curriculum. The headteacher does not have a teaching commitment, and this enables coordinators to be released so that effective monitoring of teaching and learning can take place. All teachers are appropriately trained and have experience ranging from 2 to 27 years. Curriculum coordination roles and other responsibilities are shared fairly, and all staff have taken part in recent appraisal and performance management reviews. All staff have received significant in-service training in recent years in line with an annual training plan, and the induction arrangements and mentoring for the teacher who was newly qualified upon arrival have been carried out effectively and to the satisfaction of all parties. The establishment of staff teams has enabled better liaison between Key Stages 1 and 2 with regard to the teaching of literacy and numeracy, and the planning for Curriculum 2000 and the establishment of the learning resource centre, and has encouraged a better understanding of practices. Very good use is made of support staff, and supervisory staff have been party to staff training on behaviour management. The clerical staff, site manager and before- and after-school club organiser are wholly committed to the school and work effectively for the good of all pupils.
63. The accommodation is adequate for the delivery of the curriculum and has received significant investment in recent years. The large playing field and hard play areas are well used at break and lunchtime to promote informal and traditional games. Older pupils have the exclusive use of the amphitheatre at these times, and younger pupils respect their privilege. The good quality displays of pupils' work around the school

demonstrate that the work is valued and provide a stimulating decoration. The layout of the school, though, does generate problems of noise between adjacent classrooms, and the central location of the hall causes unnecessary disruption to classes using the hall, and engenders a sense of isolation to those classrooms beyond the library off the hall.

64. The school identified significant shortcomings in its level of resources two years ago and, since then, has made significant financial investment to improve them. Overall, the resources available for teaching the curriculum are now satisfactory. In music, physical education and English the resources are good. Resources for information and communication technology have improved significantly since the previous inspection, although the ratio of computers to pupils is still below the government's current target, and there is still a shortage of machines and appropriate software.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to improve the quality of education provided and the standards pupils achieve, the governors, headteacher and staff should work together to:

1) improve standards in and the use of information and communication technology by:

- ensuring that greater use is made of the school's existing resources;
- giving more time to direct teaching of the subject, in order to help pupils to acquire appropriate information technology skills;
- providing more opportunities for pupils to use computers as tools for learning in all areas of the curriculum;
- ensuring that there are appropriate procedures for the assessment of pupils' skills in order to inform teachers' planning.

[paragraphs 10, 20, 24, 25, 28, 61, 89, 97, 117-125]

2) improve the quality of teaching of mathematics in Years 3 and 4 by ensuring that:

- the more able pupils are sufficiently challenged;
- sufficient account is taken of the standards achieved by the end of Year 2 when planning.

[paragraphs 2, 3, 6, 20, 25, 83-92]

3) improve the way that time is allocated to the teaching of different subjects by:

- ensuring that more effective use of time is made at the start of each day and immediately after lunch;
- allocating sufficient time to the teaching of foundation subjects, particularly art, design and technology and information and communication technology.

[paragraphs 32, 72, 81, 103, 117]

4). help pupils to develop as independent learners by:

- developing their investigative skills in mathematics;
- providing more opportunities for them to initiate and direct their own investigations in science;

- providing more open-ended learning tasks in other subjects.
- providing more opportunities for children in the Foundation Stage to make independent choices of activities;

[paragraphs 6, 7, 17, 24, 33, 34, 67, 87, 92, 95, 101]

In addition to the key issues for improvement, the school should consider the following areas for improvement:

- management of pupils in physical education. *[paragraphs 12, 27, 131-134]*
- ensuring that the wording of learning objectives can be clearly understood by pupils. *[paragraphs 25]*
- ensuring that praise and reward, when given, is merited. *[paragraphs 27, 47, 133]*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of formal discussions with staff, governors, other adults and pupils [In addition to this figure, there were many informal discussions with staff, other adults and pupils]	42

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	28	38	22	5	2	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)	–	277
Number of full-time pupils eligible for free school meals	–	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	–	1
Number of pupils on the school's special educational needs register	–	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	14	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	20	19
	Girls	13	14	14
	Total	31	34	33
Percentage of pupils at NC level 2 or above	School	91 (83)	100 (90)	97 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	13	13	14
	Total	32	32	34
Percentage of pupils at NC level 2 or above	School	94 (88)	94 (88)	100 (98)
	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	19	24	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	18
	Girls	20	19	23
	Total	37	34	41
Percentage of pupils at NC level 4 or above	School	86 (85)	79 (81)	95 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	18
	Girls	19	21	22
	Total	35	37	40
Percentage of pupils at NC level 4 or above	School	81 (89)	86 (85)	93 (89)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	2
White	237
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.7
Number of pupils per qualified teacher	23.7
Average class size	27.7

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	70

Qualified teachers and support staff: nursery

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

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

Number of pupils per FTE adult	–
--------------------------------	---

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	565,180
Total expenditure	545,223
Expenditure per pupil	1,920
Balance brought forward from previous year	36,508
Balance carried forward to next year	56,467

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	277
Number of questionnaires returned	101
Percentage of questionnaires returned	37%

Percentage of responses in each category⁵

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	55	42	3	1	0
My child is making good progress in school	56	41	4	0	0
Behaviour in the school is good	59	38	2	0	1
My child gets the right amount of work to do at home	33	56	9	1	1
The teaching is good	54	43	2	0	1
I am kept well informed about how my child is getting on	43	46	10	0	0
I would feel comfortable about approaching the school with questions or a problem	65	34	1	0	0
The school expects my child to work hard and achieve his or her best	66	31	2	0	1
The school works closely with parents	40	53	6	0	2
The school is well led and managed	51	49	0	0	0
The school is helping my child become mature and responsible	59	38	3	0	0
The school provides an interesting range of activities outside lessons	35	42	8	8	7

⁵ Because of rounding, percentages may not add up to 100.

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

66. The school admits children into one of two mixed-age classes, with children from the Reception and Year 1, at the start of the academic year in which they attain their fifth birthday. The attainment of most children on entry to school is above average. This is confirmed by the school's baseline assessments undertaken when children start school. Overall, children, including those with special educational needs, make good progress and, by the time they enter Key Stage 1, virtually all of them achieve the Early Learning Goals in all six areas of learning. Many children are already working towards Level 1 of the National Curriculum in English and mathematics. Children in the Foundation Stage attain good standards overall and very good standards in the area of communication, language and literacy. Attainment in physical and creative development is satisfactory. At times, the curriculum can be a little too formal and more opportunities could be provided for children to learn through structured play. Standards are similar to those pertaining at the time of the last inspection. However, children's attainment in communications, language and literacy has improved. The Foundation Stage is well managed by the coordinator. Relationships are good, and staff work well together as a team. Learning support staff provide very good assistance, which makes a positive contribution to the children's learning.

Personal, social and emotional development

67. The children achieve above average standards in their personal, social and emotional development, with virtually all children achieving the Early Learning Goals for this area of learning by the time they enter Key Stage 1. The teaching is good, and staff give children's personal development a high priority. The children make good progress in developing their personal and social skills. They are given appropriate tasks to help them develop a sense of responsibility. Every child has the opportunity to be a monitor and to take responsibility for specific tasks, such as tidying up after activities. Children's confidence and self-respect develop well, and staff help children to develop a clear sense of what is right and what is wrong. The children usually play and work well together. They know how to take turns when sharing resources such as the computer, and they handle books and equipment with care and respect. They show interest and generally concentrate well when working in a group with an adult or when working at a task independently. Sometimes, however, the literacy and numeracy sessions are too long and the children become inattentive and restless. There are good opportunities for children to learn about their own culture and beliefs and for them to develop a sound awareness of other cultures and sensitivity towards those with different beliefs. They participate in Christian festivals and learn about the festivals of other cultures such as the Jewish Festival of Sukkot. Children show a range of feelings; in a literacy session, for example, they showed joy and excitement about what was going to appear next 'out of the box'. Teachers' planning shows that appropriate opportunities are provided for them to learn how to treat living things with care and respect. Relationships between the staff and the children are good and the children respond well to the high standards set for them.

Communication, language and literacy

68. Overall, the teaching of literacy skills is very good which results in very good learning, and very high standards are achieved. The children make very good progress in developing their communication, language and literacy skills. Virtually all children

attain the Early Learning Goals in this area by the time they enter Key Stage 1. Many children are working towards Level 1 of the National Curriculum in English, and a few higher-attaining children are already working towards Level 2. Teachers promote speaking and listening skills successfully. They encourage children to use the correct language and to extend their vocabulary, and children learn to express their thoughts and feelings clearly in sentences. They have satisfactory opportunities to participate in role-play. During the inspection, for example, children were developing their communication skills through role-play in a 'travel agent's shop'. The children enjoy stories. The whole-class sharing of books and texts helps them to develop confidence and expression in their reading. They understand, and use correctly, terms such as 'title', 'front cover' and 'author'. Most children can recognise a good number of familiar words, and many children can read a simple book confidently using picture and letter sound clues well to help them read unfamiliar words. Higher-attaining children read with good expression, taking good note of punctuation. They talk knowledgeably about the characters in the story and have sensible ideas about what might happen next in the story. Teachers annotate children's reading record books very well. The records are informative, showing areas of achievement and areas for development. They provide a very good dialogue between school and home which helps parents to become active partners in their children's learning. Very good opportunities are provided for children to write. Most children make good attempts at writing a simple sentence. In a very good lesson during the inspection, higher-attaining children successfully made up rhyming verses, related to the story of 'Mr Magnolia', completely unaided, using correct spelling and with appropriate use of capital letters and full stops. The teaching of letter sounds is very good. Lower-attaining children know the sounds of the letters and can spell simple three-letter words correctly. Many children know a good range of double letter sounds such as 'ow' and the way 'e' at the end of a word affects the preceding vowel. Higher-attaining children apply their knowledge of sounds very well when undertaking independent writing. Children generally form letters correctly and some children are beginning to join letters together. Children's work is very well marked and annotated. It shows clearly the learning that has taken place and effectively informs the next steps for children's learning. Children are taught a good range of songs and rhymes, and this helps them to associate sounds with patterns in rhymes and letters in words.

Mathematical development

69. Overall, children achieve above average standards in their mathematical development, but in some aspects, such as their ability to handle numbers, standards are well above average. Nearly all children attain the Early Learning Goals for mathematical development by the end of their Reception year. The teaching of mathematics is good and, generally, children of all abilities make good progress. There is a strong emphasis on the teaching of number skills, and children make very good progress in this area. Many children are working at Level 1 of the National Curriculum in number, and higher-attaining children are already working at Level 2. For example, they can sequence numbers to 100 and can solve straightforward number problems using mental calculations, such as five add five add four, quickly, giving sound reasons for how they arrive at their answers. Children are taught a range of number songs and rhymes such as 'Five Currant Buns' and, through these, the youngest children develop a good understanding of mathematical language such as 'more' and 'less'. Virtually all the children can identify and name simple two-dimensional shapes, such as circles, triangles and squares, and they are developing an early understanding of capacity through sand and water play activities. Regular opportunities are provided by teachers for children to sort, match and order objects and most children can identify and recreate simple patterns. Higher-attaining children can complete more complex patterns using mosaic shapes. Children are developing a clear awareness of money coins and values.

Knowledge and understanding of the world

70. Children make good progress in acquiring knowledge and understanding of the world and achieve above average standards, with nearly all children achieving the Early Learning Goals in this area of learning by the time they enter Key Stage 1. The quality of teaching is good. Teachers plan a good variety of experiences that develop children's knowledge and understanding of the world effectively. Work in this area is also enhanced by visits, such as to a garden centre or walks in the school grounds and the local area. Children look closely at similarities, differences, patterns and change, for example, by looking at the features of the four seasons and weather patterns. They draw a simple map of the local area, identifying important buildings such as the church, the school and the shops, and they give sensible reasons for why they like living in Uppermill. Sound opportunities are provided for children to develop a sense of time, for example, by looking at what seaside holidays were like in the olden days and what they are like now. They explore the features of living things and carry out simple investigations. For example, they find out what plants need in order to grow and what snails like to eat. They experiment with materials, such as sand, and find out that sand passes out of a bottle with a big hole more quickly than one with little holes. During the inspection, children were beginning to develop an early understanding of forces by identifying and experiencing pushing and pulling forces. Children have regular access to information and communication technology, and their computer skills, such as controlling the mouse, are developing well. They are beginning to learn about their own culture and beliefs and those of others. Teachers give children appropriate opportunities to develop their knowledge and understanding of the world through first-hand experiences, and effective use is made of questioning to encourage children to think about how things work and why they happen. During the inspection, however, there was little evidence of children having sufficient opportunities to develop their designing and making skills to their full extent.

Creative development

71. Due to the amount of time given to teaching literacy and numeracy, children have only limited opportunities to develop their creative abilities. Overall, however, the teaching for this area of learning and children's progress are satisfactory, and most children achieve the Early Learning Goals for creative development before they start Year 1, but do not achieve as high standards as in other aspects of their learning. Sometimes, other areas of learning are used as an appropriate stimulus for children's creative work. For example, related to the story of 'Mr Magnolia', the youngest children enjoyed experimenting with the effects of paint and colour as they printed paper to wrap up a present for Mr Magnolia. They handled the printing equipment with care and were delighted with the results when they applied one colour on top of another. Work on display shows children have produced colourful paintings of seaside scenes and made sound attempts at observational drawings of shells using charcoal. They have appropriate opportunities to look at the work of famous artists, such as Van Gogh's picture of 'Sunflowers'. Children have frequent opportunities to sing and they know a number of songs. There is a satisfactory range of resources, which encourage children to participate in imaginative play, but opportunities for children to use them are limited.

Physical development

72. Children achieve most of the Early Learning Goals for physical development by the time they start Year 1. The teaching in this area of learning and children's progress are satisfactory. However, limited resources for outside play inhibit children's achievement in this area. Most children are well coordinated and can run, hop and skip with good control. They move about confidently and without bumping into one

another. In one lesson, children were given good opportunities to develop their ball skills. Instructions were clear and children followed them well. By the end of the session, children showed good improvement in throwing, catching, rolling and bouncing balls. Physical education lessons in the hall are planned for, and there is an appropriate selection of large apparatus to enable children to develop their balancing and climbing skills. Teachers provide sound opportunities for children to develop their manipulative skills, and children use scissors, pencils, crayons and paintbrushes with increasing precision and control.

ENGLISH

73. The school's National Curriculum assessment test results in 2000 were above the national average at the end of Key Stage 1 and well above average at the end of Key Stage 2. Over the last few years, the test results have shown a consistent level of improvement. The inspection findings indicate that standards in speaking and listening, reading and writing are well above average at the end of both key stages. All pupils, including those with special educational needs and the very small number of pupils for whom English is an additional language, make very good progress. Standards in writing in Key Stage 1 have shown substantial improvement in the last year, and this is reflected in a significant improvement in the latest National Curriculum assessment test results at Key Stage 1.
74. Pupils of all ages and abilities communicate clearly with one another, and put forward their views and opinions confidently during class discussions. They express their thoughts well, evaluate stories and written work, and listen attentively to the opinions of their teachers and classmates. Skilful questioning by the teachers elicits thoughtful answers and extends pupils' speaking skills. There are many opportunities for pupils to take part in whole-class speaking activities, such as choral speaking, drama, role-play and debates, which further develop their speaking skills.
75. Reading standards are well above average at the end of both key stages. Many pupils in Key Stage 1 read fluently with good levels of expression, and conveying the meaning of the text well. This is particularly noticeable in literacy sessions when pupils share big books with their teachers. Pupils have a very good understanding of the text and are beginning to recognise the structure of stories. The pupils describe the books they have read in detail and are starting to predict what is going to happen next in a story. All pupils use a range of appropriate strategies to decipher new words and to help them to tackle more difficult words. The attractive books used to support the literacy hour, especially the big books, have enhanced the pupils' enjoyment of reading, and the shared reading activities give pupils who are having some difficulty the confidence to succeed. Most pupils show a good understanding of alphabetical order when using dictionaries to check spellings and finding books in the library using the index.
76. As they move through Key Stage 2, pupils continue to make very good progress in developing their reading skills and, by the end of the key stage, pupils discuss, analyse and evaluate the texts they read with clarity and understanding. They read expressively and fluently from a wide range of books. Many have favourite authors, belong to the local library and are keen to discuss their preferences for books. Pupils are proficient in finding information from books for research in other subjects and are familiar with the library system. All pupils have strategies to read unfamiliar words.
77. All pupils are encouraged to take their reading books home, and a record of their progress is kept in which the teacher and parent can comment. Those parents who listen to their children reading regularly at home make a valuable contribution to their children's learning. Pupils with special educational needs make very good progress

overall, especially when they are supported with work that is aimed specifically at their individual learning targets and supported by classroom assistants.

78. By the end of Key Stage 1, most pupils attain well above the expected standard in their written work. Most pupils are independent writers and use capital letters and full stops appropriately, as seen in the work done in Year 2 on regular and irregular words. These pupils show a very good awareness of the structure and sequencing of events. Spellings and punctuation are usually accurate, and pupils are beginning to use speech marks correctly. There are good opportunities during the literacy hour for pupils to practise phonic rules to improve spellings, and some pupils are confident in using these skills independently in their written work. Pupils are encouraged to use different forms of writing, including letter writing and diaries of events at home and school. Very good use is made of writing across the curriculum, and there are ample opportunities for pupils to produce extended pieces of writing.
79. Standards attained in written work at the end of Key Stage 2 are well above average. The pupils use very good expressive language and show grammatical awareness in their work. They write in a variety of styles, including letter writing, book reviews, poems, autobiographies and limericks. The work of most pupils is well structured and well sequenced, and the higher-attaining pupils show exceptional levels of imagination. There are many very good examples of interesting, exciting and well-organised writing in Year 6, such as the work on 'The Blue Whale', 'The Scariest Day of my Life' and 'My Last Day at School'. Pupils learn skills of planning, note-taking, drafting and editing, and have numerous opportunities to use and practise these skills in their writing across the curriculum. Most pupils produce good handwriting when completing English exercises, and strive to present their work neatly in other subjects.
80. The quality of teaching and learning in English is good overall. In the lessons seen during the inspection, the teaching was never less than good, often very good and sometimes excellent at the top end of Key Stage 2. Pupils in Year 6 are particularly well taught, and they are responding in an enthusiastic and mature way. In all year groups, pupils are encouraged to reflect upon the quality of their work and to set targets for improving it. They respond well and the system is helping pupils to learn well. Teachers' assessment files reflect effective monitoring of standards and good use of assessment to plan future learning targets. The encouragement by teachers for pupils to improve the range of vocabulary used is very apparent in the context of speaking and listening in class discussions, and pupils are being schooled in the importance of using a dictionary or a thesaurus to enhance the quality of their expression. The National Literacy Strategy has been implemented very effectively in all classes, although these sessions are sometimes unnecessarily long, extending beyond the recommended one-hour slot. Teachers throughout the school present literacy lessons in an interesting manner, enthusing the pupils and ensuring that they are well motivated. Effective use is made in most classrooms of the classroom assistants who often work with groups of pupils who have special educational needs. Pupils' work is marked regularly and consistently, and always shows pupils how they can improve their work further. All teachers use questions very well in discussions to check the pupils' understanding, and have a good knowledge of the pupils they teach.
81. The coordinator for English has already developed a comprehensive overview of the teaching of the subject throughout the school. She offers a great sense of vision and purpose and is well placed to carry the subject even further forward than it is at the moment. The teaching of English is monitored effectively, both by the coordinator and the headteacher.

MATHEMATICS

82. Inspection findings are that standards of attainment are well above national expectations by the end of Key Stage 1 and above expectations by the end of Key Stage 2. The National Curriculum assessment test results for 2001 reflect these standards. Since the last inspection, standards at the end of Key Stage 1 have been consistently well above national averages. Over the last five years at Key Stage 2, there has been a gradual, but noticeable, improvement in standards, although they have not risen as much as in most other schools. The progress of all pupils, including those with special educational needs, is good in Key Stage 1. In recent years, progress through Key Stage 2 has been unsatisfactory, and pupils have not improved on the high standards achieved in Key Stage 1 as much as they should have. Last year, the school identified the development of mathematics at Key Stage 2 as a key priority and there have been good improvements this year. There are still weaknesses, however, in the teaching of mathematics in Years 3 and 4, where pupils' progress is still unsatisfactory. In Years 5 and 6, however, pupils are making good, and at times very good, progress.
83. By the end of Key Stage 1, pupils have a very good understanding of place value to 1000 and can solve problems involving the four mathematical operations. They recognise the significance of negative numbers and the importance of zero. These pupils have a good mathematical vocabulary, which the teachers develop through well-structured questions during class discussions. Pupils know that half means two sharing equally and that double is the same as twice the number. By the end of Key Stage 1, pupils devise their own strategies for mathematical calculations, such as rounding up numbers to the nearest ten and adding the difference or, in multiplication tables, adding the relevant number to achieve the next multiple. Most pupils have well-developed mental skills and are able to retain sums mentally whilst carrying out a consequent operation, for example, when their teacher simulated a shopping trip to the supermarket. They can calculate the total cost of two objects and the change they would get from 50p. They have very good understanding of monetary values.
84. By the end of Key Stage 2, pupils have very good numerical skills. This aspect of mathematics is given prominence across the mathematical curriculum, although the work done in Years 3 and 4 is not at a suitable level. It is not sufficiently challenging for the more able pupils and is often rather repetitive as illustrated, for example, by the number of simple addition sums these pupils perform. By the end of the key stage, most pupils have a good understanding of the four mathematical operations and can use decimals, fractions and percentages accurately. They can calculate fractional or percentage parts of quantities, and most pupils can perform these calculations accurately in their head. Good teaching encourages them to estimate the answer, such as when calculating the total number of books in a cabinet based on the number of shelves and books on each shelf. Pupils, including the less able, have suitable strategies for making reasonable estimations and consequently avoiding gross errors. Pupils in Years 5 and 6 are also able to apply inverse operations to check their results, such as those involving money calculations.
85. By the end of Key Stage 1, pupils can classify two-dimensional and three-dimensional shapes and name the more common ones. Through their teachers' well-directed questions, they learn that triangles have three corners and three sides, whilst rectangles have four corners and sides, and they can recognise right-angles in two-dimensional figures. They understand the meaning of symmetry and can draw lines of symmetry across regular shapes. These pupils use standard metric units of length, mass, such as when recording the amount of water in a rain gauge, and capacity. Most pupils can tell the time to the nearest quarter of an hour and some more accurately. Pupils in Years 3 and 4 can name two-dimensional and three-dimensional

shapes and can calculate the area and perimeter of different shapes, usually by counting squares and sides. The more able pupils, however, find this rather too easy and are not sufficiently challenged, particularly in view of standards they achieved in Key Stage 1. By the end of Key Stage 2, pupils can measure and draw angles to the nearest degree and name different types of angles and know that there are 360 degrees in a circle. Pupils are able to draw angles accurately, as when drawing a regular hexagon inside a circle based on six identical triangles. They know that each angle at the centre is 60 degrees and that the sum of the three angles in a triangle is 180 degrees. During the inspection, good teaching ensured that pupils learned that a test of their accuracy is whether the last angle drawn was itself 60 degrees. By the end of the key stage, pupils can estimate sensibly, as when estimating the length of common objects known to them, such as a minibus or the height of a classroom door. They can calculate accurately the perimeter and area of regular and irregular shapes.

86. Pupils in Key Stage 1 use mathematics as an integral part of classroom activities, representing their work using symbols and simple diagrams. Most pupils, when suitably prompted by their teacher, are able to explain their thinking and seek alternative ways to solve problems and know that multiplication is repeated addition. More able pupils use symbols for unknown numbers in mathematical problems. By the end of Key Stage 2, pupils have satisfactory problem-solving skills. Overall, however, problems set for the pupils are too structured. Too few problems are open-ended and, consequently, there are not enough opportunities for pupils, particularly the more able, to devise their own strategies for solving problems, drawing their own conclusions and checking their results, including a consideration of whether the answers are sensible. Overall, pupils' investigative skills are not developed sufficiently.
87. By the end of Year 2, most pupils handle data well, can extract information from tables and represent information in the form of pictograms and bar graphs, such as when they count the number of cups of water different containers hold. They record their results graphically, draw appropriate conclusions and communicate the information accurately in short sentences. Presentation of the work is very good. Their data-handling skills are well developed relative to their age. Pupils have some opportunities to use their data-handling skills in Years 3 and 4, such as when collecting information on books taken out of a library, and they draw appropriate conclusions. However, the work provided does not challenge the pupils enough, especially the more able, since the exercises they are given are very similar to those done in Key Stage 1 involving representing their results as a bar graph. By the end of Key Stage 2, however, pupils have acquired good data-handling skills. They know when to use the words 'mode', 'medium' and 'mean' when describing data and understand the meaning of probability. The teachers appropriately use real examples which help develop pupils' understanding, such as using dice and packs of cards. Pupils have a good understanding of the concept of probability, as when a pupil described the chances of his father not winning the lottery as a certainty – since he never bought a lottery ticket!
88. The school has given considerable attention recently to numeracy and the introduction of the National Numeracy Strategy. Overall, this has been successful and is having a positive impact on pupils' progress and attainment, but is yet to have its full impact in Key Stage 2. Pupils' numeracy skills are consolidated through a range of activities across the curriculum, such as careful measurement and recording of scientific investigations, as when recording the rate at which jelly dissolved in hot water. Another example is in the recording of traffic census in geography that suitably develops pupils' recording skills and their ability to draw realistic conclusions. Not enough use is made of information and communication technology as a tool for learning in mathematics.

89. The quality of teaching in Key Stage 1 is good and, during the inspection, was frequently very good. Lessons are very well planned and proceed at a brisk pace that suitably maintains pupils' interest. Introductory sessions are used very well as teachers' skilful questioning consolidates previous knowledge and extends pupils' thinking. Questions are differentiated well, extending the more able and supporting pupils of lower ability. Teachers share the lesson objectives with their pupils and this focuses pupils' learning. Plenary sessions reinforce the learning, and tasks are well matched to pupils' individual needs.
90. The quality of teaching in Key Stage 2 is more variable. At best, as in the sets for pupils in Years 5 and 6, the teaching is good and frequently very good. In these lessons, the teaching is well planned and the introductory discussion well used. Teachers share the lesson objectives with the pupils, and questioning and discussion consolidate pupils' knowledge and understanding and suitably set the agenda for the lesson. In one such instance, pupils were posed a packaging problem which engaged them in designing and using scale drawings. This motivated the pupils and extended their learning. A particular feature of these lessons is the use made of the summing-up sessions at the end of lessons to consolidate learning, but also to enable the teachers to informally assess progress and adapt the next day's work where necessary. This was particularly evident in one instance where the tasks set for the lower-attaining group were adapted in view of the teacher's perception of their previous day's work. In some lessons involving pupils in Years 3 and 4, class management is unsatisfactory, and lessons are inadequately planned and lack challenge, especially for the higher-attaining pupils. In these instances, tasks are not well matched to pupils' abilities and learning intentions are not made clear. In such instances, pupils' learning is affected and their progress is unsatisfactory.
91. The subject is now led by two teachers, both of whom, although recently appointed as mathematics coordinators, have monitored teaching and learning and brought about effective changes to the curriculum. These changes have had an impact, as the improvement in standards this year in Key Stage 2 indicate. Both coordinators are also aware of what needs to be done in the future and are planning for the necessary changes in the curriculum. This includes the provision of more open-ended investigative work in Key Stage 2 in order to develop pupils' individual investigative skills. The school is aware of weaknesses in some of the teaching in Years 3 and 4 and is taking appropriate steps to bring about further improvement, including mentoring by senior teachers and further monitoring standards of work.

SCIENCE

92. Inspection findings show that attainment in science is above average at the end of both key stages. All pupils, including those with special educational needs, are achieving well. Pupils with special educational needs are given appropriate support in lessons and this ensures they make progress in line with their classmates. The very small number of pupils with English as an additional language make good progress. All pupils are fully included in lessons. The 2000 National Curriculum assessment test results at the end of Key Stage 2 were well above the national average and well above the average for similar schools. The present Year 6 has more pupils working at the expected Level 4, but fewer working at the higher Level 5 than last year's group. Standards have improved since the previous inspection. A new scheme of work is in place and the school has modified its teaching groups in Years 5 and 6 to use the expertise of staff to best effect.
93. Pupils in Key Stage 1 are making good progress in developing their scientific skills. They are developing sound investigative skills, for example, when they test materials to see which is waterproof. They use a structured format record their observations,

but their ability to say whether things are as they expected is not always evident. They are starting to understand why tests are fair. Pupils have good knowledge and understanding of life processes. Most pupils identify living and non-living things correctly and understand the life-cycle of creatures, such as a butterfly and frog. Higher-attaining pupils are not yet able to explain ways in which animals have adapted to their environments. Pupils are able to identify a range of materials including wood, metal and plastic. They classify using terms such as 'hard' and 'soft'. Pupils know that some materials change, for example, when water is added. In the area of physical processes, the pupils recognise 'push' and 'pull' as forces. They are able to identify natural and other sources of light. Higher-attaining pupils are not fully confident in making generalisations, for example sound becoming fainter as you move away from the source.

94. In Key Stage 2, pupils build well on the scientific knowledge they have acquired. Progress is particularly good in Years 5 and 6. In Years 3 and 4 it is satisfactory. This is linked to the quality of teaching, which varies through the key stage. Pupils carry out investigations, making predictions using prior knowledge. For example, in Year 5 pupils predict what will happen when they drop objects into a sand tray. They are able to draw conclusions and then use the results to generalise scientific principles. Pupils are aware of the importance of replicating investigations to verify results. However, there are too few opportunities for pupils to initiate and carry out their own investigations, which impedes their development as independent learners. Pupils have a good understanding of life processes. They understand food chains and have a good scientific vocabulary, using words and phrases such as 'primary consumer', 'secondary consumer', 'predator' and 'prey'. Their knowledge and understanding of the function of the heart and other major internal organs are well developed. Pupils identify veins and arteries and plot blood flow. In investigative work, pupils record the effects of exercise on the heart rate. They explain the difference in pulse rate before, during and after exercise. In work on materials and their properties pupils explain very clearly what happens when a solid dissolves. They use scientific terms including 'condensation' and 'evaporation'. Pupils classify materials into solids, gases and liquids. In work on physical processes, pupils explain how shadows are formed and what happens when a light source moves. They understand the relationship between the sun, earth and moon.
95. The overall quality of teaching is good. In Key Stage 1, it is consistently good. It is consistently very good in Years 5 and 6 and, as a result, the pupils in these classes make very good progress. In Years 3 and 4, the quality of teaching is satisfactory and pupils' progress, although satisfactory, is not as good as in other classes in school. In the very good quality lessons, the teachers start by checking what pupils have remembered from previous lessons. They keep the pupils interested by working at a brisk pace. Activities are timed to ensure that pupils work quickly. For example, in a lesson for pupils in Year 5 on forces, the teacher set a time limit of five minutes for the pupils to discuss their investigation and come up with a prediction. Pupils' scientific vocabulary and understanding are developed very well. In a 'mental science' session at the start of a lesson for pupils in Year 6, for example, the pupils had to explain the meanings of words on the board, and the teacher used her questioning skills very well both to develop learning and to assess what pupils had understood. The teachers manage their classes very well in lessons where teaching is very good. In lessons where teaching is satisfactory, the teachers do not always ensure that pupils respond quickly to instructions, and the variable place leads to a small number of pupils becoming restless. Occasionally, time is lost when pupils take their time in giving out equipment. The pupils' attitudes to the subject are good overall. They are better in the classes where the quality of teaching is very good and they find the lessons interesting and challenging. In Years 5 and 6, the pupils show very good attitudes. In investigative work, the pupils cooperate and collaborate very well with each other. In

mixed ability groups, the higher-attaining pupils help those with special educational needs; this ensures that all pupils make similar progress. A small number of pupils in Years 3 and 4 need to be given too many reminders to concentrate on their work. Pupils in all classes present their work very well and it is easy to follow. All work is marked and the quality of marking in Years 5 and 6 is very good. The teachers use comments to develop learning and move pupils on.

96. Literacy and numeracy skills are developed well in science. Teachers give pupils many opportunities to read, write and record their work. Attention is paid to writing, spelling and punctuation. Measuring and recording using a variety of graphs has a positive effect on developing mathematical skills. The use of information and communication technology is unsatisfactory in science. There are too few opportunities for the pupils to use computerised equipment to measure and record.
97. The coordinator manages the subject very well and is aware of the strengths and areas for development in the subject. Assessment systems are very good, and the information is used very well to develop learning. The school has used a whole-school investigation on 'dissolving jelly' to help track the development of scientific skills as pupils move through the school. The school has made good progress since the previous inspection.

ART AND DESIGN

98. By the end of Key Stages 1 and 2, standards of work are as expected for pupils aged seven and eleven and are broadly similar to those at the time of the previous inspection. However, less time is given to the teaching of art and design than previously and so pupils do not cover such a wide range of work. All pupils, including those with special educational needs, make satisfactory progress.
99. By the end of Key Stage 1, pupils have developed satisfactory drawing and painting skills using a range of media, including paints, pencil, crayon and clay. Pupils in Year 2 know the name of the artist Vincent Van Gogh and confidently describe his painting 'Sunflowers'. By the end of Key Stage 2, pupils have developed a wider range of skills and the ability to use different media to express their ideas. In Years 3 and 4, pupils develop a sound understanding of what a sculpture is and how it can be used to enhance the environment. Linked to work on sculpture, pupils gain a satisfactory understanding of the work of famous sculptors, like Henry Moore, and try hard to apply that knowledge to their own work. In Year 6, pupils produce careful observational drawings of shoes and plant life. They learn and understand the skills required in producing effective landscape pictures, such as the use of thumbnail sketches and perspective. They begin to understand how artists use different techniques to produce special effects, for example, the way the French Impressionist artist Claude Monet used the technique 'daubing' in producing seascapes. Sometimes, artwork is appropriately linked to other areas of the curriculum. Pupils in Years 1 and 2 illustrated Katie Morag stories in connection with their work in literacy. In Years 5 and 6, pupils produced drawings of vases in a similar style to those from the Indus Valley civilisation, linked to their work in history.
100. The teaching is satisfactory, resulting in pupils making satisfactory gains in their learning. Pupils' attitudes to learning are also satisfactory. They enjoy the practical aspect of the subject and work with enthusiasm. However, they lack confidence and find it difficult to work independently without the support of the teacher. They use materials and equipment sensibly and are keen to show their work and discuss how they can develop it.

101. Information and communication technology is used, occasionally, but appropriately, to support work in art. Sometimes, pupils' work in art is enriched by having the opportunity to work with an outside artist. Pupils also have sound opportunities to develop an understanding of the art of other cultures. For example, they have produced some attractive silhouette scenes as a result of their studies of and links with a school in Namibia.
102. The subject coordinator is keen to develop the subject further, although more time needs to be devoted to teaching the subject. The coordinator has good subject knowledge and has improved the resources available for art. However, as yet, she has not had an opportunity to monitor and evaluate the quality of teaching and learning through the school. Assessment of pupils' progress in art is only informal, and sketch-books as a means to record pupils' development in art are not used consistently throughout the school.

DESIGN AND TECHNOLOGY

103. Pupils' attainment in design and technology is in line with the nationally expected standards at the end of both key stages. This is an improvement from the previous inspection when standards were reported to be unsatisfactory. Pupils, including those with special educational needs, make satisfactory progress throughout the school. During the inspection, there was not an opportunity to observe any design and technology lessons in Key Stage 1. However, discussion with pupils in Year 2 and evidence from work produced show that most pupils have a sound understanding of the designing and making process by the end of Key Stage 1. For example, in their most recent project they designed and made a shelter. They decided the purpose of the shelter and made a list of equipment they might need. They knew that shelters needed to be warm, comfortable and safe. They drew a design for the shelter and evaluated the design critically, thinking about ways it might be improved. They selected from a variety of materials and carefully produced models of their design. Pupils, of all abilities, talked enthusiastically about their models, showing delight at the finished products and a clear understanding of the processes involved. Higher-attaining pupils produced work of an above average standard for their age.
104. The quality of teaching in design and technology is satisfactory, although there is some good teaching. In the two good lessons observed in Key Stage 2, pupils in Years 5 and 6 were involved in designing and making a pair of slippers. They had considered a variety of designs and generated their own. Most pupils developed a satisfactory understanding of the stages they needed to go through in making a prototype. They used skills learned in mathematics well to measure and mark materials accurately. However, although they persevered and tried hard, many pupils were still at a fairly early stage in developing skills such as sewing and tacking which showed a lack of previous experience. The teaching in the lessons observed was good. Teachers have sound subject knowledge. The lessons are well planned and resources well prepared. This meant that there is no time wasting, and learning within the lessons was good. Teachers make pupils appropriately aware of health and safety issues and pupils respond accordingly. The teachers manage the classes well, give clear instructions and target questions effectively to pupils of various abilities. Pupils respond well to this. They show good attitudes to learning and enjoy the practical nature of the tasks. Teachers use the summary session at the end of the lesson well to review pupils' progress and highlight any problems that might need to be addressed. Pupils talk confidently about any difficulties they encountered and how they can overcome them. They listen well to each other and respect each other's contributions.

105. All pupils, including those with special educational needs, make satisfactory progress in both designing and making as they move through the school. They learn how to use and select from a range of materials, how to handle a range of tools competently and how to plan and review their products. Work in design and technology is sometimes appropriately linked to other areas of the curriculum. In religious education in Years 1 and 2, for example, the story of Joseph was used well as a stimulus for designing and making a coat of many colours. Effective use of information and communication technology was also made in this project as pupils used it to modify their coat designs.
106. The design and technology coordinator has made a significant contribution to raising the profile of the subject since the last inspection. She has developed a sound policy and scheme of work that takes appropriate account of national guidance. She has good subject knowledge and is able to provide effective support to colleagues. However, assessments of pupils' progress in design and technology are only informal and as yet the coordinator has not had the opportunity to monitor and evaluate the quality of teaching and learning in the subject through both key stages.

GEOGRAPHY

107. Pupils' attainment in geography is above the nationally expected level at the end of both key stages, indicating an improvement since the last inspection when attainment levels were judged to be satisfactory or better. Pupils, including those with special educational needs and English as an additional language, make good progress in both key stages.
108. By the age of seven, pupils show a good understanding of the features of their own locality. They study routes to school, know their own address and show a good awareness of different means of transport available locally. They have good mapping skills for their age, shown, for example, through their work in compiling a map of the school grounds in which they identify playground, pond, fields, car park, amphitheatre and football pitch. Through maintaining whole-class weather records, pupils have a good understanding of weather symbols and keys. The teaching is of a good standard and enables the pupils to develop their geographical skills of observation and recording. Some pupils are able to discuss the workings of a compass and give accurate directions. The school plans a broad geographical curriculum, ensuring that all aspects of the programmes of study of the National Curriculum receive appropriate attention. Pupils' learning is enhanced through links with other subject areas, such as science, history and the literacy hour. In Year 2, for example, the shared text during the literacy hour was linked to making a map of 'our street'.
109. By the end of Key Stage 2, pupils have a good understanding of the local environment, gained through opportunities to carry out some fieldwork, and particularly through their study of Llandudno in North Wales and of the imaginary Island of Struay. Pupils show understanding of weather patterns as they study weather reports from around the world. Their study of and close connections with a school in Namibia have enabled the pupils to develop a deep appreciation of cultural and geographical contrasts in the world. Pupils describe the differences and similarities between their own lives and those of children in Namibia and appreciate why the differences and similarities exist. Older pupils have a secure grasp of the issues of recycling, energy and resource conservation and the protection of endangered species, and this contributes to their social, moral and cultural awareness. The pupils have good map-making skills and use maps effectively as sources of information and evidence. Older pupils are working effectively on the acquisition and application of geographical enquiry. They use geographical language effectively in their written work.

110. At Key Stage 1, the teaching of geography is consistently good, and frequently very good. It is never less than satisfactory at Key Stage 2, and is generally good. All aspects of the programme of study are being taught successfully. Lessons are well planned and prepared, and teachers provide appropriate work for pupils of different abilities. Teachers use question and answer sessions well to encourage pupils to use their language skills to explain their ideas. Teachers have good subject knowledge and promote pupils' geographical interest effectively. Pupils' work is marked regularly and the teachers invariably write comments that help the pupils to improve their work in the subject. Pupils have good opportunities to find information out for themselves.

HISTORY

111. Attainment in history exceeds national expectations at the end of both key stages. These represents an improvement since the last inspection when standards were judged to be sound or better in both key stages. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress in both key stages.

112. By the end of Key Stage 1, pupils have developed a good knowledge and understanding of everyday life in the past. They recognise changes in clothing, houses, transport and everyday objects in their study of the Saxons and the Victorians. Through their studies of the Victorians, the pupils are coming to an understanding that historical information can be found in books and photographs, and that artefacts are important sources of historical evidence. They have a good sense of chronology and interpret simple time-lines with confidence. In their work on Britain since 1930, they learn about the Second World War and the figures linked to the war, such as Churchill and Hitler. All pupils understand that there are changes over time, as illustrated clearly in their work linked to a visit by a grandmother who explained what life was like in the olden days.

113. Pupils' learning is taken forward in an effective manner at Key Stage 2. By the end of the key stage, the pupils have a secure knowledge of the periods of history they have studied. They know, for example, key dates and events in the history of the Greeks, Egyptians and Romans. They know and name the wives of Henry VIII. They recognise the advantages and disadvantages of life in times past. Good use is made of primary historical evidence, such as artefacts and documents as sources of information, and pupils are aware of the intrinsic value of such evidence. Older pupils understand the difference between primary and secondary evidence. Pupils express mature opinions concerning the impact of historical events, such as the Second World War, on the human and physical suffering that must have accrued for the adults and children who lived through those difficult times. The older pupils are offered good opportunities to carry out independent historical research, which develops their skills and knowledge effectively.

114. Pupils are well behaved in lessons and show positive attitudes. Many pupils are inquisitive and want to find out things for themselves. They are eager and willing to talk about the work that they have covered. Pupils are ready to learn from their mistakes and since the marking of pupils' work is of such a good standard, pupils take on board the helpful comments to improve the quality of their work.

115. The quality of teaching in history is good. Teachers' plans show clearly stated learning objectives for all lessons. Curriculum coverage is good within and between the key stages. The links between history and other areas of the curriculum are strong and effective, and are promoted in both key stages. In the lesson observed for pupils in Years 3 and 4, preparation, teachers' subject knowledge and questioning skills were good and enhanced pupils' understanding of Saxon laws.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. There have been significant improvements in the school's provision for information and communication technology over the last year. Standards of attainment are improving and are better than those reported in the last inspection. However, they are still below national expectations at the end of both key stages, and pupils are not achieving as well as they should because of the restricted opportunities for them to use computers. More still needs to be done to develop teachers' expertise in the subject and more time needs to be devoted to teaching pupils new skills and giving them more opportunities to use computers as tools for learning in other subjects.
117. The subject has been well led since the present coordinator took over responsibility just over a year ago. The school's needs have been analysed well and a good action plan developed. As a result, resources have improved, so that each class now has a well-specified computer and a small computer suite has been set up. There are plans to acquire further computers in the near future, which will bring the ratio of pupils to computers close to the government's target for the coming year. A new scheme of work has been devised, based largely on the government's exemplar scheme, but adapted appropriately to the school's circumstances. All of these changes are having a positive impact on pupils' learning, although there is room for further improvement and refinement in the way the subject is organised and taught.
118. Pupils' attainment is below the nationally expected level by the end of Key Stage 1. The pupils recognise that everyday devices, such as a television and video recorder, respond to remote control signals. They can use a computer to assemble text and communicate information at a very basic level. All pupils know how to enter text into a word processor and can alter what they have written using the delete key. However, their lack of familiarity with the keyboard slows them down considerably when entering text, and it takes pupils a long time to complete even the shortest piece of writing. They know that they can alter the size and colour of the text, but do not yet have an understanding of other ways in which modern technology can help them to communicate their ideas. Although they know how to save their work, they do not yet understand the benefits of retrieving information which they have previously stored in order to amend it or add new information. Pupils know how to enter information into a data-handling program in order to produce bar charts and they know how to interpret this information. Pupils occasionally use computer programs to help them acquire literacy or numeracy skills. Pupils in Year 1, for example, were using a mathematics program to consolidate their skills in sequencing numbers. They operate such programs confidently and competently. Overall, however, the range of software pupils have used is still limited, and new technology has not yet become an integral part of pupils' day-to-day learning experiences.
119. By the end of Key Stage 2, pupils show much greater confidence in using computers, although standards are still below the expected level because pupils have not yet been introduced to a wide enough range of software. Some ongoing tasks show that pupils adapt quickly and readily to using computers to help them with their work. Throughout the key stage, pupils are learning how to communicate via email. They have learnt quickly, and when it is their turn to send an email, require little adult assistance to accomplish the task. Pupils in Years 5 and 6 use a database to keep a log of the books they have read. They enter their records quickly, showing a good understanding of how to locate their file and set up a new record. Pupils can explain how to use a search engine to look for information on the Internet. They have used a word processor to very good effect to set out and display poems, using appropriate choices of font and tasteful background illustrations. They know how to set up a spreadsheet, incorporating simple formulae to calculate totals. Although pupils are gaining in competence in using new technology to find things out, exchange and

share information, the tasks they are given are tasters and have not yet allowed pupils to develop their skills in any depth. They are given too little time to really develop their ideas and to review and modify what they have done. As yet, there has been very little coverage of some aspects of the curriculum. For example, pupils do not yet know how to create, test, improve and refine sequences of instructions to make things happen or how to monitor events and respond to them.

120. Although the teaching of information and communication technology has been weak for much of the time since the last inspection, it has improved this year because the teachers now have a clear programme to work to. All staff have undertaken training, which has improved their confidence and ability to teach the subject. The curriculum has been arranged to enable teachers to cover aspects of the curriculum in which they are confident first, whilst further in-service training is planned to improve teachers' expertise in other areas. Overall, the quality of the teaching is now satisfactory. The main teaching input occurs during timetabled sessions in the computer suite. These sessions are carefully planned, although some of the sessions, particularly for pupils in Years 5 and 6, are too short to enable pupils to develop and consolidate their skills within the time available. The number of computers permits only half of the class to use the computers at the same time. Whilst the teachers organise their lessons well, providing written or other work for those not working on computers, the physical layout of the computer area makes it difficult for both groups of pupils to concentrate fully on their own tasks without being distracted by the activities taking place in close proximity to them. The teachers endeavour to plan tasks within a meaningful context, but some of the activities are still not related closely enough to work pupils are doing in other subjects. Pupils in Years 5 and 6, for example, were learning the rudiments of putting together a multimedia presentation. At the conclusion of the lessons, the teachers realised not only that more time should have been set aside for the task, but that it could have been related much more effectively, for example, to work in English. In an exercise for pupils in Years 3 and 4, they were required to type a text, including punctuation marks, into the word processor, whereas it would have been much more profitable for pupils to have produced and then amended some of their own writing.
121. The lessons are well structured, with teachers giving pupils clear explanations at the start of the lesson and effective concluding sessions in which pupils reflect on what they have learnt. Some teachers need to set clearer expectations of what they expect pupils to achieve in a given time, as some pupils become so absorbed in insignificant details, such as choosing the style and colour of a text border, that they leave themselves insufficient time for the main purpose of the lesson. The teachers' planning includes clear objectives, but these are frequently too broad and need to be broken down into smaller steps to provide a clearer focus for the lesson. Despite some of the difficulties, sessions within the computer suite help pupils to make progress in their learning, and enable them to acquire new skills. In some classes, these skills are consolidated effectively as pupils take turns in using the classroom computer to practise what they have learnt in the computer suite. Generally, however, not enough use is made of the computers within the classroom for this purpose.
122. The biggest constraint to pupils' learning is the lack of time for them practise and consolidate the skills which have been taught. Although the computer suite is used most afternoons, it is rarely used in the mornings. Classroom computers are used for short periods each day, but unused for much of the rest of the time. Some classes in Key Stage 2 have older machines which are rarely used because they are not able to operate the same software as the more recent machines. However, these computers could profitably be used to give the younger pupils more opportunities to become confident in using computers. The school needs to reconsider how to make the most efficient use of its resources. Although all classes have one session per week in the

computer suite, because only half of the class is taught at a time, the actual time allocated to teaching information technology skills is low.

123. Consideration has been given to assessing pupils' attainment in information and communication technology. Each pupil now has their own computer disc, on which they keep a record of the work they have done. A new set of course books has been purchased to provide further support for the teachers and some assessment activities. However, the school still needs to devise assessment strategies which will enable staff to have a clear picture of what pupils are capable of achieving and what needs to be developed. The school is well aware of the potential dangers of using the Internet and has devised and circulated an acceptable use policy for the Internet. Pupils are taught to be vigilant and are given house points for alerting staff to any abuse or unsafe sites which are inadvertently discovered. Good consideration has also been given to providing additional support to help teachers sort out technical problems with the computers. Class monitors have been trained to sort out minor problems, and one of the classroom assistants has been allocated an hour each afternoon to deal with computer problems and generally to provide assistance with the subject. This support is proving particularly beneficial and provides a level of expertise which helps teachers to have greater confidence in using the equipment. The school is also endeavouring to involve parents, by providing a Cyber Café one morning a week.
124. The school realises that much still remains to be done in order to raise standards in information and communication technology to the level of those in English and science. Over the last year, it has taken sensible steps in the right direction and staff are showing a greater commitment to providing the right opportunities for pupils and to raising standards.

MUSIC

125. The school has maintained the very high standards of music reported in the previous inspection. At the end of Key Stage 1, standards are above national expectations, with pupils achieving well. By the end of Key Stage 2, standards are well above those expected, with pupils of all attainment levels achieving very well. Music has a very high profile in the school. The quality of teaching is very good and, at times, outstanding. The school has made good progress in maintaining these very high standards.
126. Pupils in Key Stage 1 sing tunefully from memory. They play a wide range of percussion instruments and know what the instruments are called. When clapping or tapping rhythms, they show a very good sense of rhythm. They are able to compose short pieces of music using simple rhythms. Pupils discuss music they have heard and express preferences about the type of music they like. They identify the mood portrayed by a piece of music, commenting, for example, that the music sounds sad or happy. In Key Stage 2, musical skills are developed very well by a combination of outstanding teaching and many opportunities to sing and play a very wide variety of instruments. Pupils make very good progress in all aspects of the music curriculum. They perform to a very high standard. Pupils in Years 5 and 6, for example, paid very good attention to pitch and phrasing when singing the African song 'Nanuma Way Ah Ay'. Pupils in Years 5 and 6 have good composition skills. Younger pupils have a good understanding of musical terms when they use a 'drone' in work on developing 'musical' questions and answers. The performances of individual pupils and choirs and ensembles are very good. The school choir sings four-part songs with ostinato. Hand-bell ringers perform 'Any Dream Will Do' very competently. The wind band and guitar groups perform very well in the school assembly. String players show good levels of performance, and a rendering of 'After the Ball was Over' on the cello was particularly good.

127. The quality of teaching, both in classrooms and for individual groups, is of a very high standard and is outstanding at times. Teachers have very good knowledge of the subject. They expect high standards, and pupils respond well to this. Particular attention is paid to developing musical skills. Very good attention is paid to posture. In a lesson for pupils in Years 3 and 4, for example, the teacher asked pupils what they need to do if they are going to sing confidently, and the pupils replied that they need to sit up straight. Pupils are kept interested in lessons by the brisk pace of teaching. In an outstanding lesson for pupils in Years 5 and 6, the pace was almost non-stop. Pupils responded very well to this, concentrating very well and showing very good attitudes. In extra-curricular activities, the teachers use their expertise very well. The headteacher leads the choir practice very well, ensuring that pupils develop and improve their performance, for example, by repeating phrases that are slightly flat until the pupils sing at the correct pitch.
128. Pupils have good attitudes to music. In individual lessons, they are very good, but at times in singing in assemblies, not all pupils demonstrate their skills fully. Pupils in the various groups and choir show very good levels of concentration.
129. Music is a major strength of the school. Led by the headteacher, who is coordinator at present, staff are committed to ensuring that there are very high standards in the subject. The range and quality of extra-curricular activities are outstanding and have a very positive effect on pupils' learning. Spirituality and social skills are developed very well in music. The school gives many pupils the opportunity to take part in public performances, for example at the Oldham Music Festival. Pupils from the school perform in choirs and groups run by the local music service.

PHYSICAL EDUCATION

130. Pupils' attainment in physical education at the end of Key Stage 1 is above national expectations, and it is in line with national expectations at the end of Key Stage 2. Progress is good throughout Years 1 and 2 and is generally satisfactory in Key Stage 2. Standards are not as high as those reported at the time of the last inspection.
131. Pupils in Key Stage 1 move freely and make good use of space. When responding to a poem they had discussed in class, pupils displayed good control and coordination. Most pupils captured the mood and feelings of the poem and responded purposefully to their teacher's instructions. For instance, they depicted the calm sea with slow body movements close to the floor whilst reacting positively with exaggerated movements to illustrate wind and waves. Pupils in Year 2 have well developed ball skills. They throw, catch and control balls very well and work to improve their own performance through repeated practice. Pupils exercise safely and work cooperatively and sensibly in small groups.
132. Although satisfactory overall, pupils' attainment at Key Stage 2 is variable. At best, where the aims of the lesson are clear and pupils are well controlled, they undertake their activities with a sense of purpose and sustained enthusiasm. In one such instance, pupils responded positively to music and adapted and improved their performance through practice. In lessons where the aims are less clear, pupils are unsure as to what is expected of them and lose interest. In these lessons, there is an imbalance between instructions and input from the pupils. As a result, pupils lose interest, their behaviour deteriorates and small groups of pupils engage in their own activities. In some lessons, praise is used too freely and also inappropriately, with the teacher commending behaviour or performance which is not praiseworthy. Discussion with pupils in Year 6 indicates that they do not have a clear idea of the importance of warm-up activities prior to undertaking exercise or of the value of exercise in maintaining a healthy life style. These pupils could not describe in any detail

gymnastic activities they had undertaken on apparatus, any particular skills they had acquired or how they might build up a sequence of movements. In contrast, many pupils show positive attitudes to and enjoyment of sport. Many pupils in Key Stage 2 participate in the good range of extra-curricular activities which the school provides for them. The school's records show that virtually all pupils reach the expected standards in swimming. Pupils have opportunities to engage in outdoor activities, including canoeing, abseiling and quad-biking. The school takes part in competitive activities and there is equality of access for boys and girls.

133. The quality of teaching for physical education is variable. It is good at Key Stage 1 and, overall, satisfactory at Key Stage 2. Where it is good, pupils know exactly what is expected of them and the teachers are well organised. In a joint lesson for pupils in Years 1 and 2, the two teachers combined effectively; one teacher described concisely the aims of the lesson and made good use of demonstration, whilst her colleague set out the equipment so that pupils were immediately engaged in their activities. In other lessons, however, the aims are not made clear, the class is not well controlled and pupils lose interest. In a lesson for pupils in Years 3 and 4, for example, some pupils did not remain on task and disrupted others as the lesson proceeded. Consequently, pupils underachieved.

RELIGIOUS EDUCATION

134. The school has maintained the satisfactory standards reported in the previous inspection. Pupils in both key stages are attaining at the levels expected in the locally agreed syllabus for religious education. All pupils, including those with special educational needs and English as an additional language, are achieving satisfactorily.
135. By the end of Key Stage 1, pupils know that Christians believe in God and Jesus. Higher-attaining pupils know Christians believe Jesus is the Son of God. Pupils know there are special times such as Christmas, Easter and Palm Sunday. They do not, however, recall stories from the Bible very well. They have very good knowledge of the church, identifying the altar, lectern and pulpit, saying what they are used for. When talking about special people, they mention the local vicar. In work on Judaism, pupils know that Jews worship in a synagogue. They know that there is a special scroll but cannot remember its name without help. Pupils are starting to understand that there are some similarities between faith groups such as special books, leaders and special buildings. Pupils talk about their feelings using words including 'happy' and 'sad'.
136. In Key Stage 2, pupils show a sound understanding of Christianity. They explain why Christmas and Easter are special festivals for Christians and have a satisfactory knowledge and understanding of symbolism and the meaning of the cross. When talking about Judaism, pupils show satisfactory understanding of Jewish life, for example the importance of the Sabbath. In work on Islam, pupils show an understanding of the importance of the Qur'an. There is sound understanding of Hindu worship. Pupils understand the significance of the incense sticks, Kum Kum powder and Diva lamp. Pupils do not have a well-developed religious educational vocabulary. They sometimes cannot recall the names of festivals or rituals, although they explain what they signify. For example, pupils understand the significance of Passover, but some could not recall the name. In discussion on Muslim prayer, pupils described the washing ceremony but could not remember that it was called 'wudu'. Pupils compare and contrast the similarities and differences between the major faith groups. Pupils discuss issues, such as what it means to belong to a community in their religious education lessons and feel confident in expressing their views.

137. The quality of teaching is good overall. At times, it is very good. Lessons are well planned and take advantage of resources, such as the local church and vicar. In a very good lesson for pupils in Years 1 and 2, the teacher made very good use of a visit to the church to illustrate features in the church. The local vicar was invited to join the following lesson to reinforce what the teacher was doing. As a result, all pupils had very good knowledge and understanding of the parts of the church and their function. Discussion is used very well to develop learning. In all three classes for pupils in Years 5 and 6, teachers led very good discussions, using the school's 'Mission Statement' to develop an understanding of belonging to a community. Pupils' learning is developed well when teachers show good knowledge of the subject. For example, in a lesson for pupils in Years 3 and 4 on the friends and enemies of Jesus, the teacher showed good understanding of the people close to Jesus. Scrutiny of pupils' previous work shows that teachers do not always give the pupils stimulating opportunities to record their work and the tasks given do not help pupils to develop their literacy skills as well as in some other subjects.
138. Pupils respond well to the good quality of teaching. They show good attitudes to the subject. In all classes, they answer eagerly. Older pupils take part in discussions, listening well both to adults and fellow pupils. The positive attitudes and good behaviour enable teachers to concentrate on imparting knowledge, and this has a beneficial effect on learning.
139. There is sound coordination of the subject. The coordinator is keen to raise standards in the subject. There is some specialist teaching in Years 3 and 4 which uses the expertise of the coordinator well. The contacts with the local church and visits from a parent enhance the religious education curriculum. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

GLOSSARY

Key Stages

The words 'Key Stage' refer to the different stages of learning in schools. Children start school in the **Foundation Stage**, which caters for children aged 3 to 5 and generally refers to children who are in the Nursery, Reception or Early Years classes.

Key Stage 1 is the first stage of compulsory primary education. It caters for pupils aged 5 to 7 and refers to pupils who are in Years 1 and 2. Key Stage 1 is also frequently synonymous with the term **Infants**.

Key Stage 2 is the second stage of primary education. It caters for pupils aged 7 to 11 and refers to pupils who are in Years 3 to 6. Key Stage 2 is also frequently synonymous with the term **Juniors**.

At the age of 11, pupils start **Key Stage 3**, which marks the beginning of their secondary education.

Early Learning Goals

The **Early Learning Goals** are a set of standards which it is expected that most children will achieve by the end of the **Foundation Stage**. They are set out into six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development.

The National Curriculum

All state-run primary schools are obliged to teach the **National Curriculum**, which comprises three **core subjects** (English, mathematics, science) and seven non-core **foundation subjects** (art and design, design and technology, geography, history, information and communication technology, music, physical education). In addition, schools are required to teach **religious education** in accordance with a local **Agreed Syllabus**.

For each subject and for each key stage, **programmes of study** set out what pupils should be taught, and **attainment targets** set out the expected standards of pupils' performance. It is for schools to choose how they organise their school curriculum to include the programmes of study.

National Curriculum levels

Attainment targets set out the 'knowledge, skills and understanding which pupils of different abilities and maturities are expected to have by the end of each key stage. Attainment targets consist of eight **level descriptions** of increasing difficulty, which provide the basis for making judgements about pupils' performance at the end of each key stage.

The expected attainment for the majority of pupils at the end of Key Stage 1 (Year 2) is **Level 2**. If a pupil attains **Level 3** by the end of Year 2, then he or she is reaching standards above those expected for a child of his or her age.

The expected attainment level for the majority of pupils to reach by the end of Key Stage 2 (Year 6) is **Level 4**. If a pupil attains **Level 5** by the end of Year 6, then he or she is reaching standards above those expected for a child of his or her age.

Comparison of school's results

Pupils take **National Curriculum assessment tests** (commonly known as **SATs**) at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6). The results from these tests are compared to:

the **national average** – ie the average of the results of all schools in England

similar schools – ie the average of the results for all schools whose pupils come from similar socio-economic backgrounds, determined by the eligibility of pupils within the school to receive free school meals

The comparisons are made on the basis of the school's average points score. The Level attained by each pupil is given a score. (Level 1 = 9 points, Level 2 = 15 points and so on. Level 2 is also broken down into Level 2C [13 points], 2B [15 points] and 2A [17 points].)

The average points score is worked out by adding up all of the points based on the Level attained by pupils and then dividing by the number of pupils who took the test.

Special educational needs

A '**Code of Practice**' gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

Stages of special educational need range from **Stage 1**, when limited additional support is provided for pupils entirely from within the school, to **Stage 5**, which ensures that a pupil has a 'statement' outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

Circle Time

During **Circle Time** pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and, therefore, pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.