

INSPECTION REPORT

**SACRED HEART CATHOLIC PRIMARY
SCHOOL**

Henley-on-Thames

LEA area: Oxfordshire

Unique reference number: 123204

Headteacher: Mrs M Harris

Reporting inspector: Mr G Nunn
1185

Dates of inspection: 10th – 13th July 2000

Inspection number: 192511

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Greys Hill Henley-on-Thames Oxon
Postcode:	RG9 1SL
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T Dillon
Date of previous inspection:	January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G Nunn	Registered inspector	Mathematics History Geography English as an additional language	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Key issues for action
Mrs C Murray-Watson	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mrs S Brown	Team inspector	Under-fives English Art Music	Quality and range of opportunities for learning
Mr R Hardaker	Team inspector	Science Information technology Design and technology Physical education Equal opportunities Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This smaller than average size primary school is situated in Henley-on-Thames, Oxfordshire. The school currently has 112 pupils on roll aged between four and eleven years and who are organised into five classes. Two children were under five at the time of the inspection. The number of pupils has increased by a third since the last inspection. The school attracts pupils from a wide catchment area that includes Henley itself as well as surrounding villages. Children are admitted to school at the start of the academic year in which they become five. School assessments indicate that, although the range of abilities is wide on entry, attainment overall is slightly below average when compared with children of a similar age nationally. Six pupils have an ethnic minority background which is a similar number to other schools of this size. Fifteen pupils have free meals which is also similar to the national average. Twenty-two pupils have special educational needs and one has a statement to that effect. Again, this is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

Sacred Heart Catholic Primary School is a good school providing a good quality of education for its pupils. It provides a sound start for pupils in the early years where they make good progress in reading and numeracy in particular. By the time they leave the school at the age of eleven, pupils have made good progress in their learning and attain national standards in English, mathematics and science with a significant number of pupils who actually exceed the national standards. Of the other subjects pupils study, they also exceed the nationally expected levels in geography and attain national levels in information technology, history, art and swimming. Insufficient evidence was available to judge standards in design and technology or the other elements of physical education. They do not attain the nationally expected levels in music. Good progress has been made by the school since the last inspection as a result of the good leadership and management shown by the governors and headteacher in particular. The quality of teaching is good overall. There are good arrangements in place to support the care and welfare of pupils and the school has very good links with parents and carers. It provides good value for money.

What the school does well

- Pupils attain standards in English, mathematics and science that are above national standards by the age of eleven.
- The headteacher and governors provide very good, effective leadership for the school.
- The teaching is at least good in 57 per cent of lessons and very good or excellent in 26 per cent of these.
- Pupils' behaviour is good and they are most keen to learn.
- The school makes good provision for pupils' spiritual, moral and social development.
- There is a strong commitment in the school to further improve standards.
- The school makes good provision for pupils with special educational needs.
- The school has very sound financial planning.
- Pupils are well cared for and looked after.
- The school has established very good links with its parents.

What could be improved

- The amount of progress pupils make in writing in Key Stage 1.
- The assessment and recording of pupils' progress in subjects other than English, mathematics and science.
- The current system for monitoring pupils' work and the quality of teaching they receive in order to continue to raise the standard of teaching.
- The levels attained by pupils in music, particularly by the age of eleven.
- The provision of more opportunities for children who are under five for learning through well structured play activities, particularly for imaginative role-play and outdoor play.
- The levels of pupils' attendance and their punctuality.

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

This is a rapidly improving school with a considerable number of strengths. However, the weaknesses identified are important areas for attention. The governors' action plan will set out how the weaknesses identified during the inspection will be tackled. A copy of the plan will be sent to all parents and guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in January 1997, the school has done well to address many of the weaknesses identified at that time. Schemes of work are now in place for all subjects and these are closely linked to national guidelines. In addition, clear arrangements are in place for the assessment and recording of pupils' attainment in English, mathematics and science, although these now need to be extended to other subjects. The headteacher works alongside staff in classrooms helping them to evaluate the quality of their teaching, although aspects of this monitoring now need to be developed into a more structured system. The overall provision for pupils with special educational needs has been reviewed and good provision is now made. As a result of the improvements made in teachers' planning, more higher attaining pupils are now reaching the higher standards. Governors are now fully involved in the work of the school and provide good support to the headteacher in evaluating the school's effectiveness. They have developed their role in monitoring the work of the school since the last inspection. However, a more structured system now needs to be adopted in order to ensure that all aspects of school life are reviewed on a regular basis.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

The information shows that when compared with all schools, pupils attain above national standards in English and science but below such standards in mathematics. When compared to schools with pupils from similar backgrounds, results are well below average in mathematics, similar to other schools in science but above average in English. In addition, test results since 1997 show that pupils' standards are rising.

Inspection evidence shows that pupils' standards in English and science have been maintained and that they are above average. In addition, the school has improved pupils' standards in mathematics considerably so that they are now above average. The school has set appropriate and achievable targets for pupils' performance in tests at the end of Year 6. There are no significant differences in the performance of boys and girls.

In the other subjects pupils study, they exceed nationally expected levels in geography and attain such levels in information and communication technology, history, art and swimming. They do not attain such levels in music.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school.
Behaviour, in and out of classrooms	Standards of behaviour are good.
Personal development and relationships	Pupils respond well to the opportunities provided by the school and their social development is good.
Attendance	Levels of attendance are well below those found in primary schools nationally. Some pupils are persistently late when arriving for school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	satisfactory	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.

In 95 per cent of the lessons observed, the teaching was at least satisfactory. In 31 per cent of these lessons it was good, being very good in a further 21 per cent. Excellent teaching was observed in five per cent of lessons. In five per cent of lessons however, the quality of teaching was unsatisfactory. Within this overall pattern there are variations. A high proportion of good and very good teaching was evident in classes containing the older pupils of both key stages. The unsatisfactory teaching occurs in the middle of Key Stage 1. Where teaching is good and very good, pupils make good progress in their learning. Less progress is made where teaching is satisfactory or unsatisfactory. The Numeracy and Literacy Strategies have been successfully introduced into the school. Teachers' planning for lessons is good and in successful lessons, pupils are challenged by the work set, behave well and work at a brisk pace. Where teaching is unsatisfactory, pupils are not

challenged by the work they are required to do. As a result of this, little work is completed and standards of behaviour can fall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and provides a range of interesting and relevant experiences.
Provision for pupils with special educational needs	The school caters well for pupils identified as having special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school promotes a system of values and beliefs which provide good support for pupils' spiritual, social and moral development. The achievements of each individual are recognised and celebrated.
How well the school cares for its pupils	The school provides a good level of care within a secure and supportive environment.
How well the school works in partnership with parents	The school maintains very strong links with parents and carers and staff are easy to approach.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the school and is well supported by her senior teacher. The school is very well managed. The headteacher has a clear vision for the future of the school based on a commitment to high academic standards. The roles and responsibilities of curriculum leaders are now in need of review and this is recognised by the school.
How well the governors fulfil their responsibilities	Governors are very effective in helping to shape the direction of the school and have a very good understanding of its strengths and weaknesses. They fulfil their responsibilities and are well led by an able chairman. A more structured system for monitoring the work of the school is now needed.
The school's evaluation of its performance	Rigorous analysis of national test results has taken place in recent years. This is effectively used, along with other strategies, to evaluate the school's performance and to set clear targets for development.
The strategic use of resources	The school makes good use of its resources and provides good value for money.
The adequacy of staffing, accommodation and learning resources	There are a sufficient number of suitably qualified staff. The accommodation is adequate to support the school's curriculum. Resource provision is adequate in most areas but some areas, such as the library and play provision for the youngest children, are inadequate.

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 like school. • Their children make good progress at the school. • Children's behaviour is good. • They are happy to approach the school with questions or problems. • The school expects their child to work hard and achieve his or her best. • The school works closely with parents. • The school is well led and managed. • The school provides an interesting range of activities outside school. 	<ul style="list-style-type: none"> • The amount of work their children are expected to do at home.

The inspection team supports parents' positive views. With regard to the issue of the work pupils are expected to do at home, inspectors feel that homework is appropriately set and often well related to extending the work that is ongoing in a child's class.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The previous inspection report found that pupils' attainment at the age of eleven was above national levels in speaking and listening and in written and mental calculation. Standards were in line with national levels in reading, writing and mathematics overall, science, history and geography. Standards were below national levels in art and there was insufficient evidence to make a judgement in design and technology, information technology, physical education and music. Since that time, teachers' expectations have been raised and a number of initiatives have been put into place to improve standards. These include a noticeable improvement in the quality of teaching, detailed and thorough analysis of National Curriculum results, target setting and pupil tracking, the introduction of schemes of work and the implementation of the National Literacy and Numeracy Strategies. These have had a positive impact on standards and progress in pupils' learning, particularly in English, mathematics and science, where pupils are now attaining standards that are above the national standards by the time they leave the school.
2. The 1999 National Curriculum test results for eleven-year-olds show that the proportion of pupils attaining national standards in English and science is in line with the proportion who do so nationally. This is also the case for the proportion of pupils who exceed the national standard in science. In mathematics, the proportion of pupils attaining national standards is below the national proportions as is the proportion who exceeds national standards in English and mathematics. The teachers' own assessments largely confirm these findings. A consideration of the trends in pupils' results since 1996 shows that over that time, that is from 1996 to 1999, pupils' results have risen in English, mathematics and science.
3. When pupils' results in the school at the age of eleven are compared to schools with pupils from similar backgrounds, they show that pupils' performance in mathematics is well below the national average, is similar to the national average in science but above the national average in English.
4. The National Curriculum test results for seven-year-olds in 1999 show that the proportion of pupils attaining national standards in reading, writing and mathematics is well below the proportions that do so elsewhere in the country. This is also the case for the proportion of pupils exceeding national standards in writing. In reading, the proportion who exceed national standards is similar to the proportion that do so nationally and above that proportion in mathematics. Again, the teachers' own assessments confirm these findings. When this school's results are compared to schools with pupils from similar backgrounds, their performance is very low in comparison in reading and writing and well below average in mathematics. Since 1996, the results of seven-year-olds have remained largely stable until 1999 when they fell considerably in all three subjects. When interpreting these results, it is important to remember the small number of pupils in each year group as well as the differing number of pupils with special educational needs in each year group. This was particularly the case with the 1999 group of pupils of whom a considerable proportion were on the school's special educational needs register. As a result of these factors, comparisons with both the national averages and similar schools are unreliable as the small number of pupils in some year groups means that an individual

child is represented by a high percentage. Further, comparisons with similar schools are based on the number of pupils taking free school meals, a factor that can vary again from year-to-year.

5. The attainment of children on entry to the school is, overall, slightly below average, but within that there is clear evidence of a very broad spread of ability. During their time in Year R, pupils make satisfactory progress in most of the areas of work that they study so that by the age of five, most pupils have attained the Desirable Learning Outcomes for pupils of that age. The most notable exception to this is in writing where they do not make sufficient progress in order to attain the level expected of five-year-olds. Sound teaching and a good ethos ensure that these children, when they reach the age of five, are ready to begin work on the National Curriculum Key Stage 1 Programmes of Study.
6. Inspection findings show that by the age of seven the proportion of the current seven-year-old pupils who attain national standards in speaking and listening, reading, mathematics and science is above the proportion that do so nationally. However, the proportion attaining national standards in writing is below the national proportion. By the end of Key Stage 2, the proportion of pupils attaining national standards in English, mathematics and science is above the proportion that do so nationally. Pupils in Key Stage 1 make good progress in reading, speaking and listening, mathematics and science but unsatisfactory progress in writing. In Key Stage 2, good progress is made in English, mathematics and science. The key reason for the good progress being made is the high proportion of good and very good teaching they receive. This is particularly the case at the upper end of both key stages. The unsatisfactory progress being made in writing in Key Stage 1 is largely due to the lack of sufficient opportunities for pupils to write for a variety of purposes. The school has recently placed a lot of emphasis on the introduction of the National Numeracy and Literacy Strategies. In addition, schemes of work have been revised, new resources have been purchased and in-service training for teachers has taken place. As a result of these initiatives, pupils' standards in these two subjects, particularly in reading and mathematics in Key Stage 1 as well as English and mathematics overall in Key Stage 2, have risen considerably.
7. In English, most, but not all pupils in Key Stage 1 listen well and follow instructions, gaining confidence in oral work and in learning to express their thoughts and ideas. This good progress is satisfactorily built upon during Key Stage 2 so that by the time pupils are eleven, their speaking and listening skills are well developed. They are confident when asking questions and also when speaking in class. Progress in reading is good in both key stages. Pupils throughout the school enjoy books and by eleven, most are keen to talk about their favourite authors and the characters in a book. They can read with a good degree of fluency, accuracy and expression. In writing, pupils' progress is unsatisfactory in Key Stage 1 but good in Key Stage 2, so that by the age of eleven, pupils can write in a variety of forms and for a variety of purposes. A variety of punctuation marks such as full stops, capital letters and question marks are used correctly both in their formal writing and in other subject areas. Most handwriting is fluent, joined and legible although the presentation of that handwriting can vary, usually being dependent upon the individual teacher's level of insistence on high standards of presentation.
8. In mathematics, pupils' standards at the age of seven are above national standards. They can count and order numbers to 100, solve simple mathematical problems and identify simple fractions. They correctly identify basic shapes and use an increasingly

wide vocabulary of mathematical terms in context. Pupils, including those with special educational needs, make good progress in the number aspect of mathematics because of the high proportion of good teaching they receive, particularly at the end of the key stage. This good teaching continues in Key Stage 2, particularly in Years 5 and 6, and enables pupils to make good progress and thus attain standards that exceed national standards. By the age of eleven, pupils can multiply and divide numbers to six figures, they can use all four number processes to two places of decimals and are confident with vulgar fractions, decimal fractions and percentages. In addition, they can construct angles of varying degrees and know the various properties of both two- and three-dimensional shapes. They are most confident in carrying out mathematical investigations and in the handling and interpretation of data.

9. In science, pupils' attainment by the time they are seven is above national standards and by the time they are eleven, their attainment also exceeds national standards. In both key stages, progress is good in experimental and investigative science as many opportunities are provided for pupils to plan their own experiments, select appropriate equipment and make decisions for themselves. In both key stages, pupils make good progress in their knowledge and understanding of living and non-living things, plants and animals in their habitats, of forces and many of the properties of materials. As a result, by the age of eleven, they know the main functions of most body organs and the various parts of plants. In addition, they are well aware of the concepts of change, evaporation and condensation and can discuss confidently issues such as how various materials can block out light as well as how light can travel through some objects but not others.
10. In information technology, pupils' levels of attainment at the end of both key stages are similar to those levels expected of seven- and eleven-year-olds nationally. By the age of seven, most pupils have a basic familiarity with computers, can control a mouse and know the basic keyboard functions. By the age of eleven, they are confident in using computers and have a satisfactory range of skills. Satisfactory progress is made by pupils during both key stages.
11. In the other subjects pupils study, they attain the nationally expected levels for seven- and eleven-year-olds in history, art and swimming. They exceed such levels in geography by the end of Key Stage 2. However, the standards they attain in music at both seven and eleven years of age are below the nationally expected levels for pupils of these ages. Insufficient evidence was available to make judgements about design and technology or the other elements of physical education. Pupils' progress is good in geography in Key Stage 2 and satisfactory in history, art and swimming in both key stages. However, pupils make unsatisfactory progress in music in both key stages.
12. Higher attaining pupils are adequately catered for by the school and the amount of progress made by this group of pupils is similar to other pupils given their prior attainment levels. This also applies to the few pupils for whom English is an additional language. For these pupils the school is making adequate provision and as a result, this group of pupils make satisfactory progress.
13. Pupils with special educational needs make good progress in relation to the targets set for them in their individual education plans. This is largely as a result of the effective and sensitive support they receive from their teachers and other staff as well as the good provision established by the special educational needs co-ordinator to help these pupils.

14. National test results for the past few years have been analysed and the school monitors pupils' attainment and progress. In response to this analysis, targets for improvement have been appropriately set in English, mathematics and science. There is every indication to suggest that the school will be successful in meeting the performance targets it has set. There are no significant differences in the amount of progress made by boys and girls. A survey of parents showed that 96 per cent of parents are satisfied with the amount of progress their children make.

Pupils' attitudes, values and personal development

15. The previous inspection report found these areas to be at least satisfactory and pupils have very positive attitudes to school and display considerable enthusiasm for learning. The parents agree that their children like school and a large number of pupils are happy to remain for activities that take place after the end of the school day. During the great majority of lessons, the pupils are eager to participate in the tasks being set, to ask questions and to respond to the teacher's direction. Their enjoyment of practical activities, such as investigations in science, contributes to the high standards being achieved.
16. Behaviour in class and around the school is good. The pupils are polite to each other and to adults and settle to their work in an orderly and sensible way. They are quick to respond to instructions, handle books and materials carefully and show due respect for the school premises. The clear expectation of most class teachers for high standards of behaviour and their effective classroom management, have a positive impact on the pupils' behaviour. In the few instances seen where this was less secure, in one classroom in particular, some pupils quickly lost concentration and behaved less well.
17. There are a few pupils in the school whose behavioural problems have been identified as requiring special educational needs provision. The good support they receive from the teachers and learning support assistants is successful in modifying inappropriate behaviour and their development is closely monitored.
18. As the pupils progress through the school, they gain in confidence and develop mature skills of independent learning as well as responsible attitudes towards others. Within this small school community, the older pupils contribute actively to the well-being of the youngest through a shared reading activity for example, and by support on the playground. There is a willingness to share and discuss ideas during group activities, where the pupils' social development is strong. The oldest pupils are able to organise their own work sensibly and even the youngest are learning to find books and materials for themselves during the course of lessons and to share these without fuss. The relationships between pupils and with adults in the school are good. Their willingness to celebrate each other's achievements and to value each person for their individual contribution to school life are important elements in helping to create a secure and lively community.
19. Despite the pupils' enthusiasm for school, levels of attendance are well below those found in primary schools nationally and levels of unauthorised absence are high. Some of this relates to holidays being taken during term time, especially by families visiting relations abroad. A number of pupils arrive late at the start of the school day and some families fail to produce valid reasons for their child's absence. The school works effectively with the Educational Welfare Officer to follow up pupils with poor attendance.

HOW WELL ARE PUPILS TAUGHT?

20. Across the school, the quality of teaching, including that of children who are under five, is at least satisfactory in 95 per cent of lessons. Of these lessons, the quality of teaching is good in 31 per cent, very good in 21 per cent and outstanding in five per cent. In five per cent of lessons, the quality of teaching is unsatisfactory. At the time of the last inspection, 15 per cent of the teaching was considered to be unsatisfactory. Since then, the school has done well to improve the overall quality of its teaching to its present high levels of good and very good teaching. The quality of teaching of numeracy is particularly good. No single subject is the focus for unsatisfactory teaching. Within this overall pattern however, there are noticeable variations. The quality of teaching of the under-fives is always at least satisfactory and on several occasions is good. This quality drops in the middle year of Key Stage 1 where there is a higher proportion of satisfactory teaching and where, on occasions, the teaching is unsatisfactory. This improves again at the top of Key Stage 1 where much of the teaching is good and on occasions very good. In Key Stage 2, the quality of teaching is never unsatisfactory and in Years 5 and 6 nearly all the teaching is very good with some being excellent. This variation in teaching quality has a direct impact on pupils' learning. Hence, pupils who are under five have a sound start to their learning. However, this progress, whilst not overall unsatisfactory in the middle year of Key Stage 1, is not as marked. They make good progress in Year 2. This good progress continues in Key Stage 2 with very good progress being made in Years 5 and 6.
21. The teaching of literacy is variable and ranges from barely satisfactory on some occasions to very good, particularly at the end of both key stages. The National Literacy Strategy has been soundly implemented but one or two areas, such as the timing of each section and the use made by teachers of the plenary session, need further development in some classes. In the best practice, teaching is lively and exciting with very good use made of texts to stimulate pupils and challenge their thinking. This ensures that pupils in these lessons make good progress.
22. The teaching of numeracy is good. There is an effective focus on the development of mental arithmetic with regular, challenging questioning at the start of most lessons. Teachers encourage pupils to explain their methods of calculating solutions to problems. Lessons develop well with appropriate activities being set to match pupils' prior attainment levels. The pupils enjoy their numeracy lessons being well motivated by the work set. As a result, most pupils make good progress in their learning of mathematical skills and concepts.
23. The high proportions of good and very good teaching are characterised by a variety of factors. Lessons are introduced in a way that catches pupils' imagination and gives a clear focus to the lesson. Similarly, teachers ask clear, concise questions which challenge pupils' understanding and require them to articulate their thoughts clearly. This was seen in a good Year R science lesson where pupils following the story 'Five Minutes Peace', were asked to test the buoyancy of a range of toys such as a plastic boat, duck, ball and metal car by placing them in a water tray. The teacher engaged her pupils in good conversation and they were asked to predict what would happen to each toy, whether it would float or sink and why. The predictions they had made were then tested and the results pictorially recorded on a white board. Through the teacher's very good questioning techniques, these pupils were encouraged to predict, pose questions, test and reason. Their powers of observation were greatly enhanced by her astute questioning. Some pupils found the process difficult at first, but as a result of the teacher's high expectations and her persistent challenging of her pupils,

all of them made good progress during the course of the lesson. Very good use was also made of the learning support assistant in this lesson in order to supplement the teacher's work with another group.

24. Nearly all lessons are well structured and proceed at a brisk pace. This again enables much challenging work to be completed during the course of a lesson. This was seen in a very good Year 6 art lesson related to the development of stories from other cultures. Pupils were required to create a three-dimensional collage that depicted a Creole or Caribbean poem they had read. Homework had been used well to plan their sketches of their 'poem pictures'. Following a clear explanation of what was required, pupils worked in groups on their picture. They worked very well as a team because of the teacher's good promotion of co-operation and team work in her class. Pupils were required to take responsibility for their own resources and plan together. As a result, there was much consultation, opinions were offered and decisions taken. The pupils worked with enthusiasm and at a very good pace, being highly motivated by both the task and the teacher. The teacher ensured that they remained working briskly by moving the lesson on at the appropriate time, with targets being set for pupils to achieve in a given period. As a result of this very good teaching, all pupils made very good progress in the development of their artistic skills.
25. In such lessons, teachers also manage their pupils well. They expect and get good levels of behaviour and use resources well to enhance their pupils' learning. This was most noticeable in a very good Year 2 English lesson. Pupils responded well to the teacher's opening whole-class session and had a good recall of previous work related to the use of non-fiction books. Good use was made of examples of contents pages. Following the whole-class session, pupils moved quickly and responsibly into their group work which was very well matched to their prior attainment levels. The teacher made very good use of the book 'Amazing Grace' by Mary Hoffman to help guide her group in their reading skills, concentrating particularly on reading fluently and with appropriate expression. Throughout the lesson, as a result of the teacher's motivation of her pupils, very good standards of behaviour were maintained. As a result, very good progress was made in pupils' learning.
26. Where teaching is less successful and on occasions unsatisfactory, such a high standard of behaviour is not always achieved. This was seen in a Year 1 English lesson where pupils were required to sit on the carpet listening to others read the same story to them. The pace of this lesson dropped, most pupils were not motivated by what was happening and one or two pupils became disruptive. Consequently, little learning took place and pupils' progress was unsatisfactory.
27. Teachers have a good knowledge and understanding of most of the subjects they teach. This is most noticeable in the teaching of the Literacy and Numeracy Strategies but also in other subject areas, particularly science. In some subject areas such as information technology and music, their subject knowledge is less extensive. As a result, pupils' learning in these subjects is less secure and they also make slower progress.
28. Teachers' planning of pupils' work is good and clearly identifies what pupils of different levels of prior attainment will be required to do. This is particularly so in English and mathematics. In addition, such plans identify what resources will be required to be used during the lesson. These are used well by teachers to enhance pupils' learning and the amount of progress they make.

29. The quality and use of day-to-day assessment are sound. Most teachers are skilled in using questions to check and challenge pupils' thinking and understanding and most are adept at asking good follow-up questions to pupils' initial responses. Good use is made of plenary sessions at the end of lessons to assess what pupils have learned in that lesson and to further reinforce their subject knowledge and understanding.
30. The marking of pupils' work is variable, ranging from unsatisfactory, where work is not marked at all, to very good, where pupils are given a clear indication of how well they have done and what they now need to do to continue to improve.
31. Pupils with special educational needs, as well as those who have English as an additional language, are fully integrated into all classroom activities. They are given tasks appropriate to their learning needs. Where relevant, these relate directly to the pupils' individual education plans. Teachers give good support to their learning needs and extra effective support is often given by learning support assistants. Teachers effectively monitor the progress made by special educational needs pupils. They are well supported in this by a good special educational needs co-ordinator and teachers and co-ordinator in partnership, regularly assess and record progress made in order to inform future planning. Overall, these pupils are well taught and make good progress in lessons at a level commensurate with their prior attainment levels.
32. In a survey carried out prior to the inspection, a group of parents were concerned about the work their children were required to do at home. The inspection team however, feels that the work pupils are required to do at home is appropriate and in most cases, is well related to work that is going on in classrooms.

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

33. The quality and range of learning opportunities are satisfactory overall for children under five. The curriculum in the Reception classes relates to the National Curriculum but some attention is also given to the Desirable Learning Outcomes when planning, and relevant activities are provided in most areas to promote effective learning for the youngest children. The organisation and learning environment in the Year R class is satisfactory, as are the teaching methods used support this, but in the mixed Year R/1 class, provision for children under five is weaker.
34. The curriculum for children under five is broad but lacks regular provision for outdoor play and this is unsatisfactory. Children do not always have sufficient opportunities for the development of their knowledge and understanding of the world, or for creative and physical development that arises from the use of large outdoor equipment, including wheeled toys. Although the curriculum is satisfactory, the planning of learning for children under five does not make sufficient allowance for independent and group learning through discovery and play. Expectations for the youngest children to cope with the literacy and numeracy hours are sometimes unrealistic.
35. At Key Stages 1 and 2, the curriculum provides a broad range of worthwhile experiences but it is not well balanced with too much time allocated to literacy for example, without it always being put to best use. The daily allocation of time to reading for instance, is too long, is not always planned for and often lacks structure and clear learning objectives. The time allocated to information technology and music is insufficient to enable all elements to be adequately covered. Mathematics and science are strengths of the curriculum.

36. At the time of the previous inspection, policies were in place for all subjects but had not been developed in consultation with all staff. As a result, they were brief, providing little guidance to teachers when planning work for their pupils. There were no schemes of work in place. As a result, progression and coverage of the National Curriculum Programmes of Study were insecure. Since then, policies have been revised through a whole-school approach and relate more clearly to the curriculum, reflecting the aims of the school and underpinning the school's mission statement. The school has successfully addressed the issue of schemes of work by adopting the national guidance available for all subjects, in addition to the National Literacy and Numeracy Strategies. Some of these have recently been introduced. These provide the long-term planning from which medium- and short-term planning are developed. These levels of planning have improved considerably since the last inspection and are now strengths of the school.
37. The National Literacy and Numeracy Strategies have been successfully implemented by the school, with the National Numeracy Strategy proving particularly successful in raising standards. A few aspects of the Literacy Strategy are not yet secure, for example, the use of time within the literacy hour and the importance of the plenary session in reinforcing teaching and learning.
38. The provision for pupils with special educational needs is good. Their needs are addressed through careful planning and integrated provision in the classroom, as well as being well supported by their learning support assistants. The school successfully meets the requirements of the Code of Practice, with clear procedures for early identification and assessment, appropriate individual education plans with clear targets set and regular reviews to ensure the work is matched to pupils' needs. Pupils with English as an additional language are soundly supported in the interim through the voluntary help of a governor whilst the school seeks to obtain additional help on a more formal basis.
39. Satisfactory provision is made for pupils' personal, social and health education. There is appropriate provision for sex education and drugs awareness with satisfactory policies in place. The school makes appropriate provision for the equality of pupils' access to the whole curriculum. An adequate range of extra-curricular activities is provided, which includes an art club run by a parent and football and gymnastics clubs which are provided privately.
40. The school welcomes visitors such as the local police, school nurse and the parish priest. A programme of educational visits to places such as the Dinosaur Museum, the local parish church and a visit to William Morris's house support pupils' learning and contribute effectively to pupils' personal and social development. The school has satisfactory links with the local community to support curricular opportunities. These include theatre groups, links with the town hall and also with the local Henley Festival. Good links exist between neighbouring schools, particularly to support pupils with special educational needs and to ensure a smooth transfer for the oldest pupils.
41. The provision made by the school to promote the pupils' spiritual, moral and social development is good. Pupils are presented with a consistent framework for belief in which the individual is valued and good behaviour is reinforced by care for others and respect for their feelings and views. Opportunities for creativity within the curriculum, the good quality of the wall displays and the use of religious symbols are elements of the school day which foster an appreciation of beauty and the potential of each child to contribute something special.

42. Evidence of the pupils' personal development can be seen in many aspects of school life. When working in groups, for example, pupils are learning to share and discuss each other's ideas and to offer mutual support. The emphasis on charitable giving is another area where an awareness of the needs of others, and a personal responsibility to help where possible, is actively fostered. The high standards of good behaviour seen throughout the school reflect the consistently high expectations and good classroom management generally provided by the teaching staff.
43. Provision for pupils' cultural development is sound and good use is made of work in English and art at the top end of the school in order to introduce pupils to a range of world cultures. However, provision to inform pupils of the breadth and variety of local and national cultures is less well developed.
44. The very positive attitudes that pupils have towards school and their enthusiasm for learning are an indication that the school's approach to fostering personal development is bearing fruit.
45. The inspection of collective worship and religious education, both of which are planned to contain many elements of the curriculum provided to support the pupils' spiritual, moral, social and cultural development, will be inspected separately by a Section 23 inspector appointed through the Birmingham Diocese.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school provides a good level of support for the pupils' welfare, health and safety by utilising all the strengths of a small school where each pupil is well known and any problems can be quickly identified. The good provision made for the pupils' spiritual, moral and social development means that incidents of inappropriate behaviour are rare and are quickly checked. As a result, pupils feel secure and are able to learn effectively. The strong partnership with parents and the approachability of all the staff, including the headteacher, contribute to the level of care that is provided. The school makes good arrangements for child protection and liaises with outside agencies as necessary.
47. There are good procedures in place to determine what the pupils know and can do in the core subjects of English, mathematics and science and these have a positive effect on the good standards that are being attained. Assessment in the other subjects of the curriculum is less strong although the teachers have an appropriate and informed understanding of what the pupils are able to achieve and work is set at a suitably challenging level in most areas.
48. Satisfactory procedures are in place for the assessment of children under five in most areas of learning but insufficient attention is given to the assessment of play to inform future planning and teaching. Statutory assessments meet legal requirements in both key stages and optional tests provide additional information for other year groups in Key Stage 2. Analysis of the data is a recent development and is now beginning to contribute to individual target setting, together with tracking sheets and reading test information. This is at an early stage of development and practice is not yet consistent. Target setting is shared with parents and pupils at a target setting evening. However, the system does not yet provide for a regular review and amendment of targets which are then clearly recorded and shared with pupils, as a means of checking progress.

49. Regular spelling tests are undertaken and a home/school reading record enables parents, teachers and pupils to comment in Key Stage 2 with teachers and parents being involved in Key Stage 1. Whilst these provide a useful record of books read and positive comments, they are not diagnostic and do not provide sufficient advice to identify where pupils need to improve.
50. The local authority's early assessment information is used well to group children in Year R as well as to set individual targets. Teachers maintain class files well with individual pupil tracking, target setting and samples of work from English, mathematics and science, some of which is levelled. Again, this is at an early stage of development.
51. The existing Oxfordshire profile for recording pupils' progress is now being phased out. In subjects other than English, mathematics and science there are no adequate or consistently used systems for recording pupils' attainment and progress. As a result, assessment information is not available in these subjects in a form that can help teachers to plan work.
52. Pupils with special educational needs are identified early and are well supported by the class teachers and learning support assistants. There are good assessment procedures in place to further this process, which are clear and consistent. The progress these pupils make is carefully monitored. The individual education plans are well constructed and give clear guidance to the class teachers on the action required to meet a particular pupil's needs. Pupils newly arrived in school with English as an additional language are given satisfactory support with the help of a school governor, although formal arrangements for extra support are not yet in place.
53. Pupils' personal development is closely monitored and well supported within small classes where each child is well known by the class teacher. The headteacher also plays a significant role in promoting clear and consistent values across the school for mutual support and respect for differing views. Attendance is also monitored and good use is made of the Education Welfare Officer. Although some individual's attendance has improved following contact with the Education Welfare Officer, this has not made a significant improvement on overall attendance levels, which have fallen since the last inspection.
54. The strategies employed by the class teachers are successful in stimulating considerable enthusiasm for learning amongst the great majority of pupils and they make good progress as a result. Features of this include a good range of activities and learning experiences. Effective classroom management in most classes also plays a part in keeping pupils interested and on task. The recent introduction of the Numeracy Strategy has been effective in raising standards in mathematics.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents and carers think very highly of the school and pupil numbers are rising. They feel that their children enjoy school and that they are making good progress. Their children's behaviour is good and they are well taught. Parents and carers also find it is easy to approach staff with any concerns and that staff will quickly contact them if necessary. They are confident that the school expects their children to work hard and to achieve their best. They feel that the school works closely with parents and provides an interesting range of activities outside of lessons for their children. Parents

and carers also feel that the school is well led and managed. The only cause for concern voiced by some parents was with regard to the amount of work children are expected to do at home. The inspection showed that homework is set consistently and is used well by the class teachers.

56. The school provides a very good level of information for parents, both on the progress the pupils are making and on the day-to-day life of the school. For example, the annual reports contain a good measure of information on what each child has learnt and experienced and targets are set for improvement in specific areas. The regular newsletters are lively and informative and there are frequent opportunities for meetings with staff, both formally and informally, on the playground at the end of the school day. The school works hard to involve parents and carers in their children's education and information is provided on the topics to be covered each term.
57. The parents and carers of pupils with special educational needs are appropriately involved in identifying their needs and with the process of regular review. Their involvement in the process is good.
58. A large number of parents come into school to help in the classroom and with a range of practical tasks. For example, they help with the literacy hour and at other times when hearing children read. Practical lessons, such as art and physical education, also benefit from parental help. Two parents from each class are identified as 'Class Parents' and help with record keeping and in liaison with pupils' families. Parent governors are often in school as they fulfil their responsibilities in monitoring the work of the school. There is an active School Association that organises social events and raises valuable funds for the purchase of extra equipment.
59. The very good level of information provided, the clear and consistent use made of homework, the ease of access to staff and the encouragement given to parents to be involved in school life, are all factors which make the work done in partnership with parents and carers a strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The school is well led and managed and this has a positive effect on many aspects of school life. The headteacher provides very good leadership and has a clear understanding of the strengths and weaknesses of the school. She is ably supported by her senior teacher and both give the school a clear purpose and direction. The headteacher works closely with her governors and members of staff to continue to raise standards and improve the quality of teaching. Her clear vision for the future is evident in her determination to raise pupils' standards of attainment by focusing on several key strategies. For example, to continue to improve standards of numeracy by the successful implementation of the National Numeracy Strategy. Similarly, to raise standards in information technology by the creation of a central room for the subject, raising teachers' own competence in the subject by a sense of in-service training courses and by the completion of the current draft scheme of work for the subject. The staff are well supported by a professionally able and caring headteacher who recognises the importance of developing a strong team identity. Under her leadership, teachers and support staff work together effectively.
61. The aims of the school, reviewed most recently in September 1999, are clearly defined and support a well-expressed and appropriate mission statement. These underpin much of the school's work and life. On occasions, not all policies are

reflected in the practice of the school. For example, the school has an appropriate marking policy. However, this is not always adhered to clearly by all members of staff. Within school, all pupils are valued and cared for and are encouraged to develop into well-motivated and self-disciplined pupils. The school is particularly successful in achieving its aim of creating in pupils, positive attitudes towards work. The school has an explicit commitment to the attainment of high standards and is aware of the importance of meeting the needs of pupils of all attainment levels.

62. There are some structures and procedures in place to monitor standards and provision. Overall, these procedures are satisfactory. The headteacher monitors teaching in classrooms and she also monitors pupils' learning by scrutinising teachers' planning and pupils' work in books. Some members of the governing body also monitor work in the classroom, notably the numeracy governor. However, this is a recent initiative and further developments in this area are proposed. The curriculum co-ordinator for numeracy monitors teaching and learning by direct observation in classrooms. However, this is not a practice common to all subject areas. Other subject co-ordinators rarely monitor progress by scrutinising pupils' completed work or by monitoring teachers' planning. They have yet to observe teaching directly through classroom observation. Staff meet to discuss the effectiveness of curricular provision and examine results of statutory tests in order to evaluate pupils' attainment and progress.
63. The special educational needs co-ordinator carries out her responsibilities most effectively. She maintains an accurate register and ensures that all pupils' individual education plans are regularly reviewed. Staff are fully aware of their responsibilities and have received good guidance on the national Code of Practice for these pupils. The additional funds made available for pupils with special educational needs are used well to provide effective learning support assistants and appropriate resources. These are used well to achieve the school's priorities for special educational needs and this ensures that pupils with special educational needs make good progress given their prior attainment levels.
64. The governing body is most effective in its work. It is well led by a most able chairman and fulfils its responsibilities most efficiently. The governing body is appropriately constituted and has the relevant committee structure in place to consider such areas as finance, curriculum, premises and staffing. As a result, governors play a very good part in working alongside the headteacher to provide effective leadership for the school. Most governors have a very good understanding of the strengths and weaknesses of the school. They carry out their statutory responsibilities fully.
65. The school manages and uses its strategic resources well. Financial planning is very good. There is an effective system in place to ensure that there is a clear relationship between educational objectives and available resources. The school's well formulated development plan, backed up by clear action plans, indicates a strong commitment to raising standards. Money is appropriately allocated and kept under constant review by the governing body's finance committee. Allocations relate directly to priorities established in the school development plan. These priorities include the purposeful development of the curriculum. For example, resources spent on implementing the Numeracy Strategy have made a significant contribution to raising standards in this aspect of mathematics. In addition, resources spent on pupils with special educational needs have contributed to the good progress made by these pupils.

66. Governors are appropriately involved in making spending decisions and have a good oversight of the budget. For example, subject co-ordinators bid for funding and the headteacher and governors make appropriate decisions that match the identified priorities of the school. Governors evaluate the effect of the school's spending decisions on standards. They receive regular reports from the headteacher and question the contents. They analyse statutory test results with the headteacher and they visit the school regularly.
67. The school has undergone a recent finance audit and was highly complimented on its financial management in the report. The school has established appropriate procedures in order to ensure the cost effectiveness of the goods and services that it purchases. It adheres to the guidelines set out by the diocese and local authority to ensure it gets best value for its spending. The school receives regular computerised printouts from the local authority detailing ongoing expenditure. The school bursar reconciles the information contained in these with data collected in school and reports on spending patterns to the headteacher. This information is used well by the headteacher and governors in their financial planning. Educational technology is appropriately used in the administration of the school and the school is well supported by a most able secretary.
68. The school has a satisfactory level of appropriately qualified teachers to meet the demands of the National Curriculum. There are also a satisfactory number of support staff who make a good contribution to the learning of the pupils, particularly those who have special educational needs. Suitable induction procedures are in place for teachers who are new to the school. The headteacher acts as mentor to recently qualified teachers giving them good support in the initial stages of their professional careers. A satisfactory system of appraisal is in place. The headteacher regularly discusses with staff their individual training needs and those that relate to the overall needs of the school. Such training has a positive effect on the quality of education provided, for example the training the staff have received in numeracy and literacy has contributed to the successful implementation of the national strategies in the school.
69. The quality of the accommodation is satisfactory overall. The hall is of an adequate size to house the whole school for assemblies. However, its size restricts activities in physical education, particularly when being used for this purpose by older Key Stage 2 pupils. The school development plan has accommodation as one of its priorities. An imaginative plan is currently in the process of implementation. Its completion will considerably upgrade the school's provision for information and communication technology. It involves some building alterations to provide for an information and communication technology suite. The outdoor facilities available for physical education include two large hard-surfaced play areas. The surfaces of these are uneven and require attention. The overall condition of the building is satisfactory.
70. Learning resources within the school are overall satisfactory and adequately support most areas of the National Curriculum. Resources for literacy, mathematics and science are good. Accommodation for the library is adequate. It contains an adequate supply of storybooks but the number of reference books, particularly ones suitable for Key Stage 1 pupils, is inadequate. Resources in music are unsatisfactory and the range of instruments is poor. There is an insufficient range of play equipment available for children under five to use for imaginative play. This has been recognised by the school and included in the school development plan. Accessibility of resources is satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. The school is operating well, but in order to build upon the many positive aspects of the school and further improve the standards of work and quality of education provided, the governors, headteacher and staff, in co-operation with the local education authority should:

Improve pupils' standards and the amount of progress they make in writing in Key Stage 1 by:-

- building upon what children already know and can do when they start school;
- providing a wider range of opportunities for writing for a variety of purposes;
- developing opportunities for purposeful writing experiences across an appropriate early years curriculum. (paragraphs 6, 7, 73, 75, 76, 87, 90)

Review the current approach to the monitoring of pupils' work, the quality of teaching, the standards pupils attain and the amount of progress they make by:-

- developing a more structured approach to enable this to happen in a more effective way;
- reviewing the roles and responsibilities of subject co-ordinators so that they have a better understanding of their part in monitoring the work of the school. (paragraphs 62, 94, 121, 124, 130, 137, 147, 150)

Extend the systems for the assessment and recording of pupils' attainment, currently in place for English, mathematics and science, to all other subjects of the curriculum so that:-

- accurate assessments of pupils' attainment and progress in learning are made in these subjects and that they are then used by teachers to help them plan the next stages of work for their pupils;
- the best practice in the marking of pupils' work is evident across all subjects so that it not only recognises pupils' efforts but also shows them how their work could be improved. (paragraphs 30, 47, 48, 49, 51, 61, 92, 94, 121, 124, 130, 137, 143, 147, 150)

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

- Raise pupils' levels of attainment and the amount of progress they make in music. (paragraphs 11, 27, 144, 145, 146, 147)
- Increase the opportunities for learning for children who are under five through well-structured play activities, particularly in the areas of imaginative play as well as outdoor play. (paragraphs 34, 48, 73, 74, 81, 82, 83, 84)
- Improve pupils' levels of attendance and seek ways to encourage all pupils to arrive punctually. (paragraphs 19, 49).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	21	31	38	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	112
Number of full-time pupils eligible for free school meals	15

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	8.5	School data	1.1
National comparative data	5.4	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	7	1	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	1	1	1
	Total	5	5	5
Percentage of pupils at NC level 2 or above	School	63	63	63
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	1	1	1
	Total	5	5	5
Percentage of pupils at NC level 2 or above	School	63	63	63
	National	82	86	87

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	10	8	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	6	9
	Girls	6	4	6
	Total	14	10	15
Percentage of pupils at NC level 4 or above	School	78	56	83
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	7
	Girls	5	4	5
	Total	12	10	12
Percentage of pupils at NC level 4 or above	School	71	59	71
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	105
Any other minority ethnic group	6

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)	6
Number of pupils per qualified teacher	18.5
Average class size	21.8

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	56

Financial information

Financial year	1999/2000
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	£
Total income	257 7760
Total expenditure	262 723
Expenditure per pupil	2 735
Balance brought forward from previous year	12 412
Balance carried forward to next year	7 449

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	107
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	2	0	2
My child is making good progress in school.	55	41	0	0	4
Behaviour in the school is good.	53	41	4	0	2
My child gets the right amount of work to do at home.	42	42	14	0	2
The teaching is good.	64	28	4	2	2
I am kept well informed about how my child is getting on.	38	52	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	70	24	4	0	2
The school expects my child to work hard and achieve his or her best.	61	39	0	0	0
The school works closely with parents.	42	50	6	2	0
The school is well led and managed.	42	52	4	0	2
The school is helping my child become mature and responsible.	52	42	0	2	4
The school provides an interesting range of activities outside lessons.	31	63	2	2	2

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

72. Children enter the Reception classes at the start of the Autumn term following their fourth birthday, one class being a mixed Year R/1 class. The majority of children have attended the pre-school playgroup in the school premises prior to starting school. At the time of the inspection only two children were under five. These children are taught in the Year R class.
73. On entry to the Reception classes, children's attainment is marginally below average overall but is above average in writing when compared nationally and locally to children of a similar age. Most children make satisfactory progress in most aspects of learning so that by the age of five, they are meeting the Desirable Learning Outcomes in reading, speaking and listening and mathematics as well as in their personal and social development, their knowledge and understanding of the world and in their physical and creative development. Progress in writing is unsatisfactory given children's prior attainment. This is because there are insufficient opportunities to develop early writing skills for a wide range of purposes and, in particular, through carefully structured play activities which focus on writing. The overall standards attained are an improvement on the previous inspection.

Personal and social development

74. By the age of five, most children are achieving the Desirable Learning Outcomes in this area. They enjoy good relationships with each other and with the adults. When given the opportunity, they select resources and tidy away independently. However, sometimes the adults do not encourage this sufficiently by allowing children to take off aprons and tidy painting tables for example. They share resources well and know how to look after them. Most children are well behaved, show respect for the feeling of others, take turns and share in games and discussions. They put up their hand to contribute to discussions, for example in the literacy hour, and listen attentively in most cases when the teacher is speaking. When completing independent work, most children maintain their concentration and persevere. During social activities they co-operate with one another and enjoy conversations with each other. Children make good progress in personal and social development, including those children with special educational needs. The quality of teaching in this area is good, enabling children to make good gains in their learning. The adults work well together to create a secure environment where children learn respect and a consideration for each other. This consistent approach in the Reception class enables children to understand the behaviour that is expected in school. Respect for different cultures is well promoted, for example through a display for the Chinese New Year, opportunities to sample food, observe Chinese writing and listen to stories such as 'The Willow Pattern'. Praise is used well to enhance children's self-esteem.

Language and literacy

75. Most children achieve the Desirable Learning Outcomes for language and literacy in reading and speaking and listening, making satisfactory progress by the age of five. Progress in writing is unsatisfactory given their prior levels of attainment on entry to school. Writing by the age of five is below average. Most children listen carefully to

stories and to teaching in class and group situations. Sometimes children in the mixed Year R/1 class do not listen well because expectations of behaviour are insufficiently high. Most children are eager to respond to questions and use an appropriate vocabulary for their age. A significant proportion are articulate and able to hold more extended conversations. They join in rhymes, songs and stories with repetition and rhyme enthusiastically, such as in 'The Mungle Flap' and the 'Ugly Duckling'. They recognise many letters of the alphabet and know their initial sounds. Children are interested in books and the higher attainers use a mixture of picture and letter clues to tell a story, although the majority are not yet reading independently. A few are confident to write on their own, using a mixture of known words, initial sounds and simple word books to help them, but the provision for role-play areas, which are set up to encourage the children to write, is limited.

76. The quality of teaching and learning is good, particularly in the Year R class, in reading, speaking and listening. There is a good partnership with parents and carers to promote reading skills through learning 'key words' and sharing books. Year 6 pupils also partner readers in the Reception year. Big books are used well in the Reception class but less effectively in the mixed Year R/1 class where the structure of the literacy hour is not fully established. Here, the plenary is not used consistently to reinforce aspects of teaching and learning. Good use is made of a parent helper to promote speaking and listening through, for example, the simple role-play of 'The Ugly Duckling!' The teaching however, does not provide enough opportunities for the pupils to write unaided, for example by making captions for painting and pictures. Vocabulary is extended during mathematics activities through vocabulary associated with shape and number. Children with special educational needs are well supported and make good progress towards the target set for them.

Mathematics

77. By the age of five, children attain levels in mathematics which are similar to those of most five-year-olds and in line with those expected by the nationally required Desirable Learning Outcomes. They can order and count to ten, count in twos and have some understanding of 'more than' and 'less than'. Most children recognise squares, circles and triangles but are not familiar with solid shapes such as spheres or cubes. They identify and continue a simple repeat pattern of shape and colour. They recognise coins and make 10p using 2p and 1p coins. Some opportunities are provided to develop money awareness through pretend shopping. They have a sound mathematical vocabulary but some have more difficulty writing numbers correctly.
78. The quality of teaching and learning is good in mathematics in the Reception class in particular. Most children, including those with special educational needs, make good gains in their knowledge, skills and understanding. In the mixed Year R/1 class, insufficient attention is given to what children already know and can do in order to extend higher attaining children in particular. The daily numeracy hour is well established but there is insufficient planned provision for learning through discovery and play. In the numeracy lessons seen during the inspection, teaching was good with a brisk warm-up of mental arithmetic counting in twos, to which children responded well.

Knowledge and understanding of the world

79. By the age of five, children's knowledge and understanding of the world are developing appropriately and they attain levels that are similar to those of other five-

year-olds. They make good progress and this includes those pupils with special educational needs. They develop their understanding of the passage of time and become more aware of the language of past, present and future. They recognise the differences between old and new objects, such as baths and teddy bears, as well as how these have changed over time. They can identify suitable clothing for wet weather, correctly recognising the best clothing to wear. Following a visit to the children's playground, they could talk about the playground equipment and were able to identify the forces of 'pulling' and 'pushing' when testing this. They tested the buoyancy of a range of toys, predicted what might happen before testing and posed questions and gave reasons for what happened. This was a good example of investigative learning with good adult intervention contributing effectively to children's gains in knowledge and understanding. The children also learn about the past following visits such as that to the Dinosaur Museum. They gain an understanding of other cultures through discussions and displays such as that on Chinese New Year. They have satisfactory cutting and stitching skills and join pipe cleaners to make dinosaur models as well as boxes to make lighthouses. There was little evidence of skills developing in information technology during the inspection, although simple computer art work was included in the display. This was satisfactory.

80. The quality of teaching and learning in this area is satisfactory. Adults are used effectively to support activities such as in the buoyancy testing. The best teaching enables children to investigate and explore, with good intervention being used to extend learning and challenge them further. The computer is not used sufficiently to develop early skills in information technology.

Physical development

81. The children's physical development is satisfactory with most children, including those with special educational needs, attaining the Desirable Learning Outcomes in this area by the age of five. Pupils however, do not always follow instructions well and sometimes become rather excited as seen in the lesson when using a parachute. They work individually and in pairs to throw and catch a beanbag. Skills in throwing and catching are secure for most children. In addition, most children demonstrate a reasonable awareness of space when working in the hall. Many children run, skip, jump and land confidently. They do not have regular opportunity for outdoor play or the use of wheeled vehicles for independent or co-operative play. Fine motor skills are developing satisfactorily. The majority of children glue, draw and paint using a variety of tools.
82. The quality of teaching and learning is satisfactory overall. However, there is little use made of outdoor play as a result of a lack of suitable resources. This restricts children's opportunities to balance, climb and to control wheeled vehicles.

Creative development

83. By the age of five, most children are attaining the Desirable Learning Outcomes in this area. They know the properties of wet and dry sand and have some experience of other materials. Skills and techniques for painting, printing and collage are satisfactory, although the range of media for art is fairly limited. Pupils are beginning to be aware of famous artists. Opportunities to select materials and resources are sometimes limited and too teacher-directed, for example, when making shell sculptures using a plasticine base and a small number of shells. Children respond enthusiastically to opportunities for discovery such as the 'floating and sinking' activity

but such opportunities are too infrequent, as are the opportunities for dressing-up and imaginative role-play, particularly in the mixed age class. Resources, such as the clothes for dressing up, are drab and unexciting and do not make an effective contribution to children's learning. Children enjoy songs and rhymes and recall words and tunes well. Opportunities to develop musical skills including the use of untuned percussion, are limited with too little time given to developing skills in the appreciation of a variety of music through exploration and performance.

84. The quality of teaching and learning is satisfactory although on several occasions it is good. Basic art skills for painting, printing and collage are carefully taught but there are insufficient opportunities for children to experiment, learn through discovery or to practise their skills. The limited outdoor play provision restricts children's opportunities to develop their imagination and creativity. Children with special educational needs are well supported enabling them to participate fully and make satisfactory progress towards their personal targets.

ENGLISH

85. Pupils' results in the end of Key Stage 2 National Curriculum tests in 1999 were close to the national average for those attaining the expected Level 4. The proportion reaching the higher level was below the national average.
86. In the end of Key Stage 1 National Curriculum tests in 1999, pupils' results were well below average in reading and writing. The percentage achieving the higher level was close to the national average in reading but again below in writing. At Key Stage 2, results over time show rising standards and the overall trend is of a better rate of improvement than that found nationally. The 1999 results were much higher than the most recent test results at the time of the last inspection. Reading and writing results at the end of Key Stage 1 have fluctuated in recent years but the very small number of pupils in the cohort mean that following the statistics is unreliable. There is no significant difference in the performance of girls and boys at Key Stage 1. Girls out-perform boys slightly at Key Stage 2. In comparison with the results achieved by schools with pupils from similar backgrounds in 1999, pupils' performance was above average at Key Stage 2. It was below average in reading and writing at Key Stage 1.
87. Inspection findings show that standards are rising and the present Year 6 are above average in both reading and writing. The present Year 2 work indicates below average standards in writing but above average in reading. The small cohort last year, the increased proportion of pupils with special educational needs and unsettled staffing in Key Stage 1 are factors which affected standards that were attained. The school identified reading as an area to address last year and as a result, standards have improved.
88. By the end of both key stages, standards in speaking and listening are above average. By the end of Key Stage 1, most pupils speak with fluency and confidence. They speak clearly, use a wide vocabulary effectively and have a good grasp of Standard English. Pupils listen attentively to the teacher and to each other, take turns to speak and are eager to contribute in discussions such as the discussion about the position, shape and purpose of lighthouses in an art lesson in Year 2. By the end of Key Stage 2, most pupils converse at length thus engaging the interest of the listener. They successfully adapt speech to suit occasions, for example when engaged in group discussions to produce a collaborative collage, inspired by poetry from another culture. When engaged in discussion with an adult about their reading preferences,

they speak confidently, articulate clearly, present reasoned arguments, engage in debates and express their opinions politely. They listen carefully and show respect and consideration for other people's contributions.

89. Inspection findings also show that by the end of Key Stage 1, reading standards are above the national average. Most pupils read fluently and accurately at the end of Key Stage 1. A wide range of strategies is used to help their reading and most have a secure grasp of phonic skills to enable them to read unfamiliar words. They discuss characters and plot and express preferences for authors and the types of books they enjoy. Pupils are familiar with alphabetical order use dictionaries and understand how to use indexes to locate information. Higher attaining pupils make effective use of punctuation in order to add expression when reading. Pupils read a wide range of fiction and non-fiction books, enjoying reading for pleasure and information. By the end of Key Stage 2, most read with accuracy, fluency and expression, many using the higher reading skills of inference and deduction. They discuss their favourite authors and books and give reasons for their preferences referring to character, plot and genre. Higher attaining pupils engage in extended discussions and explanations. A weakness in both key stages is the systematic acquisition of library skills. Although the library is spacious, there are insufficient books and the library is not used effectively to support learning. Class libraries vary in quality, some being poor, with few books. Such areas do not promote positive attitudes to reading.
90. At the end of Key Stage 1, pupils' attainment in writing, including that of pupils with special educational needs, is below the national average. Pupils do not write for a wide enough range of purpose, although this improves for the oldest pupils in Key Stage 1 where they write stories, make lists, write letters, directions, instructions and news. They write simple poetry such as that based on colours. Most pupils use capital letters and full stops with reasonable accuracy but higher attaining pupils have difficulty with words such as 'friends' and 'beach'. Most pupils have a sound knowledge of how to structure a story and use their knowledge of grammar and punctuation to help form sentences. Higher attaining pupils are beginning to use more imaginative language in their writing. Most pupils are not joining their letters other than in handwriting practice, and progress in handwriting is not as good as it could be, particularly for the higher attaining pupils. Most pupils form letters correctly and legibly. At the end of Key Stage 2, pupils' attainment is above average. Pupils write for a wide range of purposes including interesting and exciting stories, newspaper reports, book reviews, non-fiction explanatory texts, instructions, formal letters and playscripts. Most pupils write imaginatively with a rich vocabulary and many are developing their own personal style. Many write at length, and skilfully hold the readers' attention through their style of writing. Pupils' spelling is usually accurate and good use is made of punctuation. Weaker aspects include the skills of planning and redrafting writing. Most pupils present work very neatly in a legible cursive style. They take great pride in their work. However, there are inconsistencies in quality which are reflected in pupils' lower attainment in writing.
91. The overall quality of teaching and learning at Key Stage 1 is satisfactory. Good teaching at the end of the key stage leads to accelerated learning for pupils. During the inspection, unsatisfactory teaching was observed within Key Stage 1. Pupils with special educational needs are well supported and make good gains in their learning. Those for whom English is an additional language are given sound support enabling them to make satisfactory gains in learning. At Key Stage 2 the overall quality of teaching and learning is good. The very good teaching at the end of the key stage has resulted in accelerated learning for pupils in Years 5/6. In the very good teaching,

teachers have a secure knowledge and understanding of the Literacy Strategy and the Programmes of Study for English. Challenging and inspired teaching motivates pupils well. They are expected to behave well, attain high standards and work hard. Effective questioning deepens and extends pupils' knowledge and understanding and challenges their thinking, for example, in a Year 5/6 literacy lesson the good questioning ensured all pupils clearly understood what 'persuasive writing' meant and how to use it effectively. The teacher's own enthusiasm results in pupils working with enjoyment and application. The brisk pace to such lessons is reflected in the good amount of work covered and rapid learning taking place.

92. Where teaching is unsatisfactory, the pace of lessons is too slow and as a result, there is limited progress made in pupils' learning. Low expectations of what pupils already know and can do result in underachievement, particularly amongst higher attaining pupils. The marking of pupils' work is variable throughout the school. In the weaker practice, there is an over-reliance on stickers and stamps with few comments to show pupils how they can improve their work. In some classes, considerable amounts of work are unmarked. This is unsatisfactory. The best marking provides constructive comments, gives credit for effort and good work and through the comments, helps pupils to improve their work.
93. Since the last inspection, there have been several improvements. These include the implementation of the National Literacy Strategy which now forms the scheme of work for coverage of the Programmes of Study and enables better progression and matching of work to pupils' needs. Target setting has been introduced for individual pupils but this is a recent development which has yet to be refined. Target setting for pupils with special educational needs, criticised in the last inspection for a lack of clarity, is now good, with precise targets set within clear individual education plans. English continues to make a good contribution to pupils' spiritual, moral, social and cultural development, particularly through the use of a wide range of literature such as the poetry from other cultures explored in Years 5 and 6.
94. The recently appointed co-ordinator is working hard to develop the skills required to manage the subject successfully throughout the school. She is currently well supported by the headteacher in this role. Monitoring is at an early stage of development, some teaching having been observed by the headteacher with appropriate feedback to help teachers improve. Assessment strategies are in place for English and some analysis of information is undertaken, but the use of the assessment of pupils' work to plan the next work for them has yet to be fully developed.
95. Whilst individual target setting takes place as a result of such data, there is insufficient reference to targets within workbooks or marking, and little evidence of targets being reviewed and revised on a regular basis. The Literacy Strategy has resulted in good quality resources to support learning and these have made a positive contribution to the improvement in reading at Key Stage 1. Less effective is the use of daily reading time, often half an hour each day in some classes. These sessions lack planning, clear objectives and sometimes are not given sufficient attention by teachers. The pace of these sessions is too slow and time is sometimes wasted. There is a good evidence of pupils writing at length and the use of literacy across the curriculum, reinforcing literacy skills and extending learning. This is particularly evident in the good teaching at the end of both key stages.

MATHEMATICS

96. The 1999 national test results for seven-year-olds show that the proportion of pupils attaining national standards in mathematics was well below the proportions that did so nationally. The proportion that exceeded the national standards however, was similar to national proportions. When compared with the results obtained by schools with pupils from similar backgrounds, this school's results were very low. The results of pupils aged seven fell significantly in 1999 but prior to that, results had been steadily rising. There were no significant differences in the standards attained by boys and girls.
97. In the 1999 national tests for eleven-year-olds, the proportion of pupils attaining national standards was below the proportion that did so nationally. However, the proportion who exceeded the national standard was similar to that found in other schools across the country. Again, pupils' performance in this school was well below the national average when compared to the performance of schools with pupils from similar backgrounds. Over the previous three years, eleven-year-olds' standards have risen slightly but were still below national standards in 1999.
98. Several factors have influenced the results of seven- and eleven-year-olds at the school. The fall in the standards of seven-year-olds was largely due to a large number of pupils with special educational needs in that cohort. In addition, the small number of pupils in the cohort meant that each pupil represented a high figure when the percentages were calculated. The school rightly recognised that the results obtained by last year's eleven-year-olds were not good enough. Since then, the National Numeracy Strategy has been firmly established, additional resources have been purchased and in-service training for teachers has taken place. As a result of the above factors, inspection findings show that the proportion of pupils at both seven and eleven years of age who attain national standards is now above the proportion that do so nationally. This is also the case with the proportion who exceed the national standards at both seven and eleven years of age.
99. Pupils' progress, including that made by pupils with special educational needs and those with English as an additional language, is good in Key Stage 1, although there are variations in this pattern. The variations are largely due to the quality of teaching they receive. Whilst progress is rarely unsatisfactory, pupils do make generally good progress in the lower part of Key Stage 1, satisfactory progress in the middle year and very good progress in Year 2. The very good progress in Year 2 is largely due to the high proportion of good and very good teaching they receive in that year. Similarly, in Key Stage 2, whilst pupils' progress in their learning is good overall, some very good progress is made in Years 5 and 6 as a result, again, of the high proportion of very good teaching they receive in those years.
100. As a result of the overall good progress pupils make in their learning in Key Stage 1, most by the age of seven understand place value in numbers up to one hundred and can mentally recall addition and subtraction facts to ten and, for many pupils, up to twenty. They can identify and use simple fractions. Many recognise and name two-dimensional shapes but their knowledge of three-dimensional shapes is more limited. Furthermore, approximately half the pupils have a secure knowledge of place value in hundreds, tens and units. Their mental recall of the five and ten times tables is good. They use an increasingly wide vocabulary of mathematical terms in the correct context.

101. Similarly, the good progress made in Key Stage 2 means that by the age of eleven, many pupils are competent with long multiplication and division and have a good understanding of place value up to a million. They are familiar with the names of various angles and are able to convert vulgar fractions into decimals and percentages. They calculate areas of irregular shapes and are confident in the multiplication of decimals, the use of approximation and of co-ordinates. Discussions with pupils at the end of both key stages show that their knowledge and understanding of the number element of mathematics is particularly well developed.
102. As was mentioned earlier, the overall quality of teaching is good. Where good teaching occurs, lessons start at a brisk pace usually with some form of mental arithmetic. This is quickly followed by work that is appropriately matched to pupils' prior attainment levels. This was seen in an outstanding Year 5 and 6 lesson. Initially, pupils were given a collection of decimals to put into the correct order, from smallest to largest. Pupils were asked to explain the techniques they had used. This was quickly followed by a 'tap and clap' game which caused great enthusiasm amongst pupils as well as practising their mental understanding of decimal numbers. The work that followed was related to the use of six figure numbers. Milometer readings taken from various members of staff's cars were given to the pupils. Each prior attainment group were given a series of question to answer based upon solving various addition and subtraction sums related to the milometer readings. All groups worked well and were challenged by the activities set. In addition, very good use was made of the additional adults available to the teacher. For example, the governor responsible for numeracy worked closely with one lower attaining group whilst the learning support assistant worked with another. As a result of this excellent teaching, all groups of pupils made very good progress in their understanding and skill in adding and subtracting five and six figure numbers as well as in recognising which number operation to use as a result of the problem that had been set.
103. Good teaching also has a positive impact on pupils' behaviour and hence the amount of learning that takes place. The above lesson shows how well-motivated pupils with appropriate work, persevere, work hard and co-operate well together in group work. However, the converse is also evident. Where teaching is less successful, pupils become bored, do not do their work and idly chatter. As a result, little learning takes place.
104. The school has successfully adopted strategies associated with the National Numeracy Strategy. Most teachers explain things well and give clear instructions. Most manage pupils well, encouraging them to ask questions and to share their ideas in discussions. They use praise effectively to encourage positive attitudes and work habits. They encourage pupils to explain their mathematical thinking and place an appropriate emphasis on the development of mental mathematics. They use ends of sessions well to consolidate and assess pupils' learning. Some teachers generally use assessment, both formal and informal, effectively but this is not always the case. Most mark pupils' work regularly and make helpful and encouraging comments in pupils' books. This contributes to pupils' learning. They keep satisfactory records in the monitoring of pupils' progress.
105. The co-ordinator has a commitment to the raising of standards of pupils of all attainment levels. She monitors aspects of the subject, including teachers' planning, pupils' completed work and classroom teaching. She scrutinises assessment test results and uses the results of her analysis to build a view of the subject's strengths and weaknesses. Good support is provided to teachers and, where appropriate,

suggestions are made for improvement. Learning resources are good and teachers use them effectively. Satisfactory assessment procedures are in place with regular testing of pupils to inform teachers of their progress.

106. Since the last inspection, the school has made good progress in the development of the subject. The National Numeracy Strategy is now in place, pupils' standards at the end of both key stages have risen and the quality of teaching has improved overall. In addition, all the requirements of the National Curriculum are being met.

SCIENCE

107. The school's previous inspection report found standards to be satisfactory in both key stages. Current standards of attainment are above national standards at the end of both key stages and progress is good through the school. This represents good improvement since the last inspection. These findings do not match the results of 1999 national tests. However, as the groups of pupils who took these tests, particularly the Key Stage 1 tests, were small in number, year-on-year comparisons are not always reliable.
108. In the 1999 teacher assessed tests for seven-year-olds, 63 per cent of pupils attained Level 2 or above. This is very low in comparison with the national average. The percentage of pupils achieving Level 3 or above was 25 per cent, which is above the national average. When compared with schools deemed to be similar in nature and context, the pupils' performance in the science teacher assessed tests overall is very low. However, the small size of the group taking these tests makes such a comparison unreliable.
109. In the 1999 national tests for eleven-year-olds, 83 per cent of pupils attained Level 4 or above. This is close to the national average. The percentage of pupils achieving Level 5 or above was 28 per cent, which is also close to the national average. When compared with schools deemed to be similar in nature and context, the pupils' performance in the science tests is broadly in line with the average for such schools. Taking results from the four years 1996 to 1999 together, performance of pupils in tests in science is close to the national average.
110. In the work seen and in the work observed in classrooms, the attainment of seven-year-old pupils is currently above national standards. In Year 2, most pupils have a good knowledge of the sources of electricity. They have an understanding of associated safety issues. Higher attaining pupils understand cause and effect. For example, they know that a bulb attached to an electric circuit will fail to work if the circuit is broken. They explain, with encouragement, why this happens. This represents good achievement.
111. The progress made by all pupils, including those with special educational needs, throughout the key stage is good. Year R pupils enjoy science. They enjoy finding out and respond to encouragement to questions such as 'why?' and 'how?' For example, when observed testing objects for buoyancy in a tank of water, they made predictions, tested these and recorded their results. These pupils are beginning to develop good investigative skills at an early age. Year 1 pupils study sound and they know that there are many kinds of sounds as well as many different sources of sound.
112. In the work seen and the work observed in classrooms, the attainment of eleven-year-old pupils is above national standards. Year 6 pupils build on their understanding of

sound learnt in Key Stage 1. For example, a group of Year 5 and 6 pupils considered how best to muffle sound. In their investigations they predicted, constructed a fair test, carried out their experiments and recorded their results.

113. The progress made by all pupils, including those with special educational needs, through Key Stage 2 is good. Year 3 and 4 pupils know that light travels from a source and in a straight line. They also know that light can pass through some objects and that the degree of light passing through varies from object to object. They also know that light cannot penetrate some objects. They devise investigations to study the phenomenon of light travelling through materials and to determine which materials can best block out the passage of light. By the end of the key stage, nearly all pupils know the names and functions of the main body organs, can name the various parts of plants and are familiar with concepts such as evaporation and condensation. Throughout both key stages, there is a strong emphasis on investigative work and the development of investigative skills.
114. The teaching of science is good in both key stages. Lessons are well planned with the needs of all pupils taken into consideration. Most lessons have well-defined objectives which are made clear to pupils. Teachers have high expectations of pupils of all levels of attainment. Pupils with special educational needs receive good support in the classroom from teachers, learning support assistants and sometimes from the several parents who help in classrooms. This support contributes to the good progress these pupils make in science. Pupils where English is an additional language also receive good teacher support and this contributes to the satisfactory progress they make. Higher attaining pupils are challenged by being encouraged to extend their learning, for example by following up interests individually using the range of reference material available in school and elsewhere. Good use is made of homework to extend pupils' knowledge and understanding of science. Teachers use a range of resources well in classrooms. Having a good range of equipment readily available helps pupils carry out investigations in pairs and in groups and contributes to their good development of investigative skills. Teachers have a secure knowledge and understanding of science and make good use of appropriate scientific terms and vocabulary to promote learning. For example, pupils studying light in Years 3 and 4 were introduced to the terms 'transparent', 'translucent' and 'opaque'. Good opportunities are provided for speaking and listening. Teachers make good use of discussions and questioning to help pupils recall and consolidate their knowledge and understanding and to challenge them to think for themselves. This approach makes a worthwhile contribution to the pupils' basic literacy skills.
115. Pupils behave well in science. They co-operate well when working in groups, particularly when carrying out investigations together. They are keen to respond to teachers' questions. Their good behaviour in science lessons contributes to the pace of learning in the subject. Practical activities contribute positively to pupils' social development, teaching them to share, take turns and listen to the ideas and opinions of others.
116. The subject is co-ordinated by the headteacher who gives good leadership, ensuring clear direction for the improvement of provision. She has a commitment to the raising of standards of pupils of all attainment levels. She monitors all aspects of the subject, including teachers' planning, pupils' completed work and classroom teaching. She scrutinises assessment test results thoroughly and uses the results of her analysis to build a clear view of the subject's strengths and weaknesses. She gives good support to teachers and where appropriate, makes suggestions for improvement. Learning

resources are good and teachers use them effectively. Satisfactory assessment procedures are in place. In planning all aspects of science are well covered.

ART

117. At the time of the previous inspection, standards of work were sound in Key Stage 1 and pupils made satisfactory progress. At Key Stage 2, standards were considered to be below average and progress unsatisfactory in the latter part of Key Stage 2. Since then, standards have been maintained in Key Stage 1 and improved at the end of Key Stage 2 so that in both key stages, pupils' levels of attainment are in line with levels expected nationally for seven- and eleven-year-old pupils. In addition, all pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress. In both key stages, however, progress is uneven, with accelerated progress at the end of both key stages as a result of the effective teaching pupils receive.
118. The youngest pupils have sufficient skill to paint friezes and pictures such as their jungle scene in response to the story 'Rumble in the Jungle' and use pipe cleaners to model dinosaurs, following a visit to the Dinosaur Museum. Pupils in Year 1 create interesting shell sculptures using plasticine and shells. In Year 2, pupils create warm cool shades of colour by layering tissue paper to create seaside landscapes. Following instructions they have written in the literacy hour, puppets are created in salt dough, linked to science work on 'forces'. Pupils in Key Stage 1 work well together to create imaginative scenes from Monet's Garden including a three-dimensional bridge and painted flower designs. Good links are made to other curriculum areas through art in Key Stage 1, but the range of techniques, media experienced and level of skill development are limited in some classes and as a result, progress is slower. Pupils in Years 3 and 4 make picture frames, first using paper, then modelling with clay. The results however, are variable, as skills in using clay are underdeveloped. In Years 5 and 6, pupils produce visually attractive watercolours of flowers and use a range of techniques including pencil line drawing and three-dimensional sculptures to create flowers, inspired by the work of William Morris. They competently apply their understanding of his style of art to their own work. These pupils show a high level of awareness of the impact of colour and pattern in their work. Having studied 'The Goldfish' by Paul Klee, they make models of fish, paint abstract fish and use paint and wax crayons to create 'wax resist' sea pictures, demonstrating a sound level of skill in these techniques. Pupils in Years 5 and 6 demonstrate very good collaborative skills as they work together in groups, to produce a collage in response to poetry from other cultures. They have a mature approach to their work and higher attaining pupils have well-developed basic skills in art.
119. Pupils have positive attitudes to art. They enjoy the experiences offered and persevere, many taking pride in their efforts. They work well together, helping each other and sharing resources.
120. The overall quality of teaching and learning at both key stages is satisfactory with good teaching and learning at the end of Key Stage 2. Here, teaching is effective because the teacher's own knowledge and understanding of the subject are strong. This enables challenging and interesting tasks to be provided and skills to be well developed, enabling pupils to develop their own creativity and express their own ideas. In this good teaching, teachers are clear about what it is that they want pupils to learn. In the satisfactory teaching, pupils experience two- and three-dimensional art but the range of experiences and variety of materials and techniques are more limited.

Satisfactory provision is made for the needs of pupils with special educational needs and those with English as an additional language. They are given the appropriate support by both teachers and learning support staff to make satisfactory progress.

121. Since the last inspection, the school has introduced the national guidelines. These are not yet fully implemented and assessment is not used consistently to enable better continuity and progression in the teaching of art techniques. The monitoring of teaching is at an early stage. The lack of use of sketch books in Key Stage 2 and limited use for a few pupils in Year 6 limits the development of confidence and skills in art techniques and in particular, in observational drawing, which is not systematically built upon as pupils move through the school. Art makes a satisfactory contribution to pupils' personal, social and cultural development.

DESIGN AND TECHNOLOGY

122. During the week of the inspection, there were no opportunities to observe teaching in design and technology. A detailed examination of teachers' planning and a study of completed pupils' work reveals that pupils throughout the school are provided with a satisfactory range of opportunities to develop their skills in design and technology. They make things in a variety of materials and use differing techniques and this enables them to make satisfactory progress as they move through the school. There is insufficient evidence available to make a judgement about levels of attainment at the end of both key stages.
123. Pupils enjoy a satisfactory programme of work in design and technology. Pupils make things and in preparation for this, they are sometimes introduced to the design and planning process. For example, a class of Year 2 pupils made puppets from a range of materials. They first considered what would be suitable materials to use in the making of them, and then they designed the puppets. After completing the task, pupils were encouraged to evaluate their efforts. Year R and Year 1 pupils have made moving picture books using sliders and levers. This has introduced them to a pivot and to an elementary consideration of making things which can be moved by a pushing and a pulling action. Younger Key Stage 2 pupils have designed and made photograph frames out of paper. These same pupils have recently shaped and made things out of clay. Older pupils have made three-dimensional models out of a range of materials which have included wood and paper. Pupils are sometimes given opportunities to decide on the suitability of materials for the things they make. There is a strong emphasis on the making process. Teachers concentrate less on the design process and pupils have too few opportunities to evaluate and test their models.
124. Resources in school are adequate to teach design and technology. In making things, pupils are introduced to a range of tools and materials. For example, Key Stage 1 pupils learn to use scissors, cutters and glue. Through the making process, they learn a range of fixing techniques. The youngest pupils have access to a range of construction kits and they design and make things in a play context. At present, little monitoring of pupils' progress or the quality of teaching they receive is carried out. Similarly, there is a lack of a formal system to assess pupils' work in the subject or to record their progress and this is unsatisfactory.

GEOGRAPHY

125. When pupils reach the age of seven, the levels they attain in geography are similar to those attained by seven-year-olds nationally. However, by the time they leave the

school at the age of eleven, their attainment levels are above those expected of eleven-year-olds across the country. This is an improvement on the findings of the previous inspection in Key Stage 2 where at that time, pupils' levels were similar to levels attained by eleven year olds elsewhere in the country.

126. During Key Stage 1, all pupils, including those with special educational needs, learn to use geographical terms such as 'hill' and 'road'. They explore their locality around the school as well as in Henley and begin to use simple maps and globes. In Year 2, some good work is done in contrasting Henley with another locality and for this, pupils study the Isle of Struay, an imaginary island off the coast of Scotland as created by Katy Morag. This provides a very good link with their literacy development and teaches them additional geographical terms such as 'island', 'forest', 'lochs' and 'beach'. As part of their work in comparing Struay with Henley, pupils are introduced to large-scale maps of Henley and asked to recognise particular features they know from it. Satisfactory progress in pupils' learning is made in the key stage.
127. This progress made by all pupils, including those with special educational needs and those with English as an additional language, continues in Key Stage 2 and in fact, the rate of progress increases and pupils in that key stage make good progress. This is largely due to the higher proportion of good and very good teaching they receive particularly in Years 5 and 6. During this key stage, pupils carry out in-depth studies of weather and weather conditions, learn how to interpret temperature and rainfall graphs, as part of the reinforcement of their numeracy work, and learn about how weather affects the lives of various people in different parts of the world. Local studies are a strong feature of Key Stage 2 work ranging from studies of plans and diagrams of the classroom and school to more in-depth studies of Henley. This is built upon in Years 5 and 6 where some very good work is carried out when studying the River Thames and comparing it to other major rivers, notably the River Nile in Egypt. The levels pupils attain as a result of this work are high, particularly in their ability to interpret maps and to recognise the dependency that people in different climates have upon river systems.
128. Pupils enjoy geography and in particular, working together on an assignment prepared by their teachers. They talk enthusiastically about their visit to the River Severn and the study of various features at different points along the river. They show considerable interest in their work and by the end of Year 6, are proud of their achievements and the high standards of presentation they reach. This enthusiasm and amount of progress pupils make in their learning is directly related to the quality of teaching they receive. In Key Stage 2, the quality in Years 5 and 6 in particular, is very good. This was seen in a very good lesson in that class where pupils, having completed their study of the River Thames, were introduced to a comparative study of the River Nile. The teacher, through careful questioning and very good use of resources, taught pupils about the river, its location, its route from source to mouth and the effects it has on the landscape and the lives of the people that live near it. Much was expected of the pupils, particularly in the group work which followed, when the work set was very closely matched to pupils' prior attainment levels. The pupils were highly motivated by the teachers' own enthusiasm and as a result of this, and the other features mentioned, much learning took place and pupils made very good progress.
129. Resources available for the subject, an area criticised at the last inspection, have improved and are now just satisfactory. Good quality atlases are available, particularly in Key Stage 2, as are a series of globes. However, more large-scale

maps and maps of varying sizes are still needed as are atlases for younger pupils. The school makes good use of its own locality to enhance the study of the subject.

130. The last inspection was critical of the lack of a scheme of work. A policy is now in place and although satisfactory, is recognised as being in need of review. The scheme of work, based on national guidelines, is in place and covers all aspects of the National Curriculum. The co-ordinator, who is most enthusiastic about her subject, rightly recognises the need to develop a more effective system for assessing and recording pupils' progress and levels of attainment. In addition, her role needs to be increased to enable more opportunities to be available to monitor the development of the subject right across the school.

HISTORY

131. As a result of timetabling arrangements, there were only limited opportunities to observe the teaching of this subject. The following judgements are based on a scrutiny of pupils' work, displays of work, planning documents, discussions with teachers as well as informal discussions with pupils.
132. At the time of the previous inspection, pupils' standards were in line with national standards at the end of both Key Stages 1 and 2. The levels of attainment that pupils reached then have been maintained so that by the age of seven and eleven, pupils' attainment levels are similar to those expected of seven- and eleven-year-olds nationally.
133. During Key Stage 1, all pupils, including those with special educational needs and those with English as an additional language, develop their understanding of the passage of time through their work on old and new teddy bears and the similarities and differences between our homes and homes long ago. In addition, they learn through stories about famous people in the past. This is developed during the key stage so that by the age of seven, most pupils have a sound grasp of being able to order events during a particular period of time and can recall facts about events they have studied in the past. This was evident in discussions with Year 2 pupils who, in their work, had ordered the major events of the seventeenth century and could talk confidently about, for example, Guy Fawkes and the Great Fire of London.
134. This progress in all pupils' learning continues throughout Key Stage 2 where more in-depth research skills are taught and practised. This is evident in Years 3 and 4 where details of many aspects of Roman life, for example houses, baths, schools and entertainment had been covered. By Years 5 and 6, historical research skills are well established. Year 6 pupils talked confidently about life in Victorian times based on research carried out on a population census from the period as well as from many other both primary and secondary sources of information. In addition, they have a sound knowledge of many of the major events of Queen Victoria's reign, can describe the differences between town and country life as well as the effects of the class system in determining a person's status in society.
135. Pupils enjoy history. They talk with enthusiasm about the various periods they have been studying. They show interest in their work and are keen to undertake research both at home and at school. Older pupils talk confidently and enthusiastically about the subject and are able to recall exciting and stimulating moments from lessons in which they have been involved. This enthusiasm and satisfactory progress in learning across both key stages is a direct result of the quality of teaching pupils receive. In

Key Stage 1, teaching is satisfactory, as it is in Key Stage 2, although better teaching of the subject does take place at the end of Key Stage 2 than elsewhere. On occasions teachers rely too heavily on the overuse of published worksheets as the major source of evidence and inspiration for their pupils.

136. Resources for the subject are just satisfactory with collections of appropriate resources being developed to accompany the various periods of history or particular topics being studied. In addition, the school makes good use of its own locality to enhance the study of the subject.
137. The last inspection was critical of the lack of a scheme of work. Since then, a policy and scheme of work has been developed using published national guidelines. This is an effective document and together with the co-ordinator's own enthusiasm for the subject, helps to ensure that the subject retains its status in the curriculum and that pupils make satisfactory progress to attain the appropriate nationally expected levels. The co-ordinator rightly recognises the need to structure more appropriately a school system for assessing pupils' progress in the subject and for increasing her role in monitoring the teaching of the subject elsewhere in the school.

INFORMATION TECHNOLOGY

138. Standards are in line with nationally expected levels at the end of both key stages and the quality of learning and progress over time is satisfactory. As was the case during the last inspection, computers were rarely seen in use in classrooms during the inspection. However, unlike the situation during the last inspection, there was sufficient evidence available on which to base judgements about overall standards at the end of Key Stage 1 and Key Stage 2. This evidence was gained by looking at teachers' planning, pupils' completed work and talking to teachers and pupils. A good range of pupils' work was available for inspection. Learning has kept pace with recent developments in the subject and this represents an improvement in the position at the time of the previous inspection.
139. Pupils are receiving systematic experiences of the subject from year-to-year and there is strong evidence that information technology is used across most areas of the curriculum. By the end of Key Stage 1, most pupils have a basic familiarity with the hardware and the programs in use. They have satisfactory control of the mouse and know basic keyboard functions. In Year R, pupils are introduced to communication technology. For example, pupils are taught to use a listening station independently. They are introduced to the computer and keyboard and learn to use the mouse to click and drag. They begin to understand that the mouse is a control tool. Year 1 pupils produce a 'pictogram' on screen and print it off as part of a traffic survey linked to their geography lessons. They use a simple programme to create graphic pictures. Year 2 pupils learn to word process. With help, they insert graphics into text and print out the results. For example, when making front covers for their topic books when studying the 'Great Fire of London'. They use the computer to generate pie charts based on data they gather. For example in geography, following data gathered after a survey about where members of the class spent their holidays, or in science, after categorising and counting the types of food ate in one day. Some pupils also word process labels to use when displaying their work in the classroom. By the end of Key Stage 1, most pupils can change both case and font when word processing, print out work and save it to their own discs.

140. By the end of Key Stage 2, most pupils are confident in using computers and have a satisfactory range of skills. Year 3 and 4 pupils have a developing awareness of the power of information and communications technology. They learn how to compose E-mail messages. They word-process their own compositions and insert graphics. Year 5 and 6 pupils extend their word processing skills and draft and re-draft text on-screen. They use computers across the curriculum. For example, they produce on screen graphs to represent data gathered on topics they do in science, mathematics and geography lessons. They also use computers to access information from CD-ROMs.
141. Pupils talk enthusiastically about the computers they have at home and feel confident about using computers in school.
142. It is not possible to make a judgement on the quality of teaching. During the inspection, some pupils were observed working on computers in the classrooms but no information technology lessons were observed. Most teachers have a secure understanding of the subject and plan its use across most areas of the curriculum, although for some teachers, their own confidence and competence is more limited.
143. Currently, the headteacher acts as the co-ordinator ably assisted by a recently qualified teacher. This teacher has good knowledge of the subject and gives good support to the other teachers, for example by giving them training and advice. The headteacher monitors standards and development in the subject by regularly looking at teachers' planning and visiting classrooms. Although resources are satisfactory, the school realises that there is a need to improve these in order to develop the subject further. The school is exploring how this might be achieved in the future. To this end, information technology is a priority in the school development plan. An information technology suite is soon to be established in a purpose-designed room in a converted part of the school. This conversion was underway during the inspection. There are plans to increase the resources available to the subject. All these proposals are outlined in a detailed action plan. An effective scheme of work has recently been developed, although systems to assess pupils' progress are unsatisfactory. The present good leadership, together with good planning for the future, indicate that the subject is well placed for improvement and further development.

MUSIC

144. Due to the organisation of the timetable, no music lessons were observed during the inspection. Evidence was gained from listening to singing in assembly and incidentally within other lessons, a scrutiny of teachers' planning and discussion with teachers and pupils. Since the last inspection, less time is now available for teaching music. As a result, issues such as the lack of attention to composing and notation have not been addressed. There is no longer support for pupils to learn a tuned instrument in school, including recorders. On the basis of the limited evidence available, standards in singing remain average at both key stages and progress is satisfactory but other aspects of music are not sufficiently developed and progress overall is unsatisfactory. Consequently, the levels attained by pupils at the end of both key stages are below those expected of seven- and eleven-year-olds nationally.
145. When given the opportunity to sing, pupils do so with enjoyment and enthusiasm. In whole-school assembly, for example, pupils sing tunefully and with a good sense of rhythm, clapping to the beat. The limited time allocated to music, however, means

that it is difficult to provide an appropriate breadth of experience or to develop skills systematically. There is limited evidence of pupils listening critically to music, with missed opportunities to reinforce listening and appraising and to extend pupils' cultural development. Most pupils have little understanding of musical notation in Key Stage 2 because teaching lacks the knowledge and understanding required to develop skills in composing and as a result, composing and notation are not well developed. Pupils have a limited musical vocabulary. There are few opportunities for pupils to develop skills in untuned percussion and no opportunity for additional tuition in tuned instruments.

146. Pupils of all attainment levels make unsatisfactory gains in their learning. Pupils with special educational needs and those for whom English is an additional language participate fully in singing and make similar progress to their peers. On the basis of all the available evidence, the overall quality of teaching and learning is unsatisfactory in both key stages because the curriculum offered is not sufficiently broad and balanced and skills are not taught effectively by building on pupils' prior learning. Teachers do not provide a broad enough range of activities in music to include for example, the systematic development of skills of composing and performing with percussion instruments in groups or listening to and appraising music.
147. The co-ordinator for music is recently appointed to this role. Whilst she has expertise in playing the piano, she is not yet confident in managing the development of music in the school and is not able to monitor teaching and the impact of the curriculum on pupils' learning. There are no assessment procedures for recording pupils' attainment and progress. Since the last inspection, the national guidelines have been implemented and form the basis of a scheme of work. This is a very recent development and it is too early to judge the effect of this on standards. The limited range of tuned and untuned instruments, some of which are old and worn, does not contribute effectively to raising standards in music.
148. The school is aware of the fact that resources, particularly multicultural instruments, are limited and is addressing this through the school development plan. The school takes part in events such as the Henley Music Festival and involves pupils in productions at Christmas and performances for parents, such as the songs from the musical 'Oliver'. This aspect of music contributes effectively to pupils' personal development.

PHYSICAL EDUCATION

149. During the inspection it was possible to observe only two physical education lessons. One of these was a swimming lesson involving a mixed age group of Year 5 and 6 pupils. The other lesson was an indoor games lesson involving pupils in Year R. Consequently, there is insufficient evidence to support an overall judgement about standards of pupils' attainment in physical education at the end of both key stages or of progress made during these stages. Progress in swimming at Key Stage 2 is good and by the end of the key stage, pupils attain good standards.
150. Year R pupils are learning to throw and catch bean bags. In their movement about the hall, these pupils demonstrate satisfactory movement skills which they use with developing control. They work at throwing, catching and aiming activities, and although the associated skills are not yet secure, pupils show developing hand/eye co-ordination.

151. The teaching seen in the one observed lesson was satisfactory. The lesson adopted a progressive approach to skill development in which increasing levels of difficulty were introduced to the focused activity of throwing and catching. However, the lesson lacked an appropriate warm-up session at the beginning, although it did end with a cool-down session. Pupils were given sufficient opportunity to practise skills but they were given insufficient opportunity and encouragement to evaluate and appraise their own performance and that of others.
152. By the end of Key Stage 2, almost all pupils can swim at least 25 metres unaided. Over half can confidently swim at least 25 metres both on the front and on the back. All pupils in Years 5 and 6 display good levels of confidence in the water. All can float for at least a short distance and can propel themselves in the water unaided for at least ten metres. The majority of pupils are developing good stroke techniques in breaststroke, front crawl and back crawl. Half of the pupils are competent swimmers demonstrating good stroke technique.
153. The quality of teaching swimming is very good. The teacher and instructor display good subject knowledge. Pupils work in attainment groups following well-planned programmes. Confidence building is an important element in the teaching. The less confident swimmers are given good support. Pupils are taught skill techniques in a progressive manner which enables them to propel themselves through the water unaided and then to go on and develop good stroke technique both on the front and the back.
154. Pupils participate in a range of physical activities that make up a satisfactory and balanced curriculum. Key Stage 2 pupils are able to attend swimming lessons weekly for one term. All pupils participate in movement, dance, gymnastic and games activities. The school has satisfactory indoor and outdoor facilities. However, these do restrict the range of activities pupils can engage in. The hall, used for indoor activities, is small. So also is a field, which along with a hard surfaced play area, is used for outdoor activities such as netball, football and athletics. The surface of this play area is uneven and in need of resurfacing. Resources for teaching physical education are satisfactory. An adequate range of large and small equipment is available.
155. A satisfactory range of extra-curricular activities and opportunities makes a good contribution to the pace of learning in physical education. Pupils participate in team games with pupils from other schools, for example football. Pupils also have the opportunity to participate in a well-attended gymnastic club and a football club.
156. In the last report, concern was expressed about the lack of a scheme of work for physical education which would ensure full coverage of the National Curriculum Programmes of Study, and progression and continuity in pupils' learning through the key stages. Since the last inspection, satisfactory improvement has been made in this area. The policy has been revised and a scheme of work adopted. At present however, there are no systems in place to assess or record pupils' progress in the subject. The co-ordinator for the subject regularly monitors the experiences pupils receive in physical education by looking at teachers' planning. However, her role now needs to be developed to include the ongoing monitoring of their progress and the quality of teaching they receive.