

INSPECTION REPORT

Tanworth-in-Arden C of E Primary School

Tanworth-in-Arden

LEA area: Warwickshire

Unique reference number: 125695

Headteacher: Mr P Jones

Reporting inspector: Mr R Passant - 2728

Dates of inspection: 18th to 22nd November 2001

Inspection number: 193589

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	The Green, Tanworth-in-Arden, Warwickshire.
Postcode:	B94 5AJ
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Appropriate authority:	Tanworth School Governors
Name of chair of governors:	Rev. A Harmer
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2728	Mr R Passant	Registered inspector	English, Information and communication technology (ICT); Physical education; Equal opportunities.	The school's results and pupils' achievements; How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13418	Mrs J Darrington	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
22669	Mr T Prosser	Team inspector	Mathematics; Design and technology; Geography; History; Special educational needs.	
2749	Mrs G Wilkinson	Team inspector	Science; Foundation Stage; Art and design, Music.	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tanworth-in Arden C of E Primary School is a voluntary-aided school for boys and girls aged four to eleven set in a corner of rural Warwickshire. There are very strong links with the church. It is a popular and an over-subscribed school with a waiting list for most year groups. There are 209 pupils on roll in seven classes. It is about the same size as other primary schools. The percentage of pupils eligible for free school meals is well below the national average. Almost all the pupils are of white United Kingdom heritage. None of the pupils speaks English as an additional language. The percentage of pupils identified as having special educational needs is broadly in line with the national average, although the percentage of pupils with statements of special educational needs is below average. Few pupils join or leave the school other than at the beginning of the academic year. Children who are under five join the reception class in September. Attainment on entry to the reception class is above the expectations for children of this age.

HOW GOOD THE SCHOOL IS

Tanworth-in-Arden is a good school with significant strengths. By the age of eleven pupils achieve high standards in National Curriculum tests in English, mathematics and science. It is led well. The quality of teaching is good and often very good. The school provides good value for money. The school enjoys the full support of the Church and local community.

What the school does well

- Pupils make good progress and achieve high standards in National Curriculum tests in English, mathematics and science.
- Teaching is good and often very good.
- The quality of provision helps to develop in pupils' excellent attitudes to learning;
- Pupils' behaviour is very good and often excellent.
- The school is a safe and secure place where pupils thrive.

What could be improved

- The school's internal monitoring of standards across all subjects to inform school development planning.
- Pupils are not as challenged in art and design, design and technology history and geography as they are in the core subjects of English, mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. There has been very good improvement since then. Standards in English, mathematics and science have risen and pupils have been achieving high standards in national tests. Standards of work in geography have improved in Key Stage 2 but they are not as high in art. Schemes of work are mostly in place. Pupils are challenged to better effect in English, mathematics and science and are attaining at the higher levels. Assessment systems have improved to some extent, although further refinement is required. The school is now monitoring pupil progress more effectively. There has been a very significant improvement in the quality of teaching.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A	A
mathematics	B	A	A	B
science	A	A*	B	C

Key	
Well above average	abc A
average	B
Average	C
Below average	D
Well below average	E

Results in the National Curriculum tests for eleven-year-olds show improvement since 1997 at a rate that is above the national trend of improvement. The school sets itself challenging targets which it exceeded in 2001. Reception class children make good progress. By the start of Year 1 they generally attain or exceed the standards expected for children of this age in their personal, social and emotional development, communication, language and literacy skills, mathematics, knowledge and understanding of the world, physical and creative development. Standards by the end of Year 2 in the 2001 National Curriculum tests were well above average in reading, writing and mathematics. The results show a steady improvement since 1998 in all three aspects. Currently across the school, pupils make good progress and achieve good standards in English, science and mathematics and also in music and physical education. All pupils, including those who find learning easier or more difficult and those pupils who have special educational needs make good progress in English, mathematics and science.

Pupils achieve standards that match national expectations for their age in art, design and technology geography and history. However, in design and technology the evaluative aspects of the work could be improved and this subject and geography and history there is a lack of challenge for those pupils who could attain higher standards. In information and communication technology (ICT) pupils achieve the expected standard by the ages of seven and eleven but there is evidence that standards are rising- particularly as the subject is being increasingly used to support other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to school. Pupils positively 'sparkle' with enthusiasm at this school and almost all work extremely hard.
Behaviour, in and out of classrooms	The behaviour of pupils is almost always very good and occasionally excellent as a result of the effective whole school behaviour policy
Personal development and relationships	Pupils are very courteous, extremely trustworthy and demonstrate a high degree of respect both for their own and the school's property. A very high degree of social harmony is clearly evident and boys and girls relate very well to one another, with mutual respect. Bullying or oppressive behaviour is rarely experienced but when it does occur it is dealt with promptly and effectively
Attendance	Levels of attendance are good and the rate of unauthorised absence is broadly in line with the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching is good across the school. It is often very good, particularly in English, mathematics and science. Sometimes in mathematics the pace of the lesson could be more demanding, particularly for the pupils who find mathematics easy. Nevertheless, literacy and numeracy are taught well and pupils acquire basic skills at a good rate. Pupils develop excellent attitudes to learning, they enjoy school and make a very good effort because teachers enjoy working with the pupils and teach the subjects with enthusiasm.

Pupils with special educational needs and those pupils who find learning difficult are supported well. Pupils who capable of attaining at a higher level are not challenged sufficiently in design and technology, history and geography. Planning in English, mathematics and science is detailed but the link between assessment, National Curriculum levels and planning needs to be refined and developed in other subjects.

Pupils make good progress and work very hard and show a good level of independence which increases as they get older. Whilst pupils have a satisfactory knowledge of their own learning more could be done in setting individual pupil targets, particularly given their excellent attitudes to work and to school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum for the children in the Foundation Stage are good. The curriculum for pupils in the infants and juniors is good. It is broad and balanced overall and meets the requirements of the National Curriculum.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. They are supported well in literacy and numeracy lessons as well as in some of the other subjects of the curriculum. This enables them to make good progress towards the targets set for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision is very good overall because of the very good provision for moral and social development. It is good for pupils' spiritual development and satisfactory for pupils' cultural development. Pupils are not sufficiently aware of the diversity of cultures in modern Britain.
How well the school cares for its pupils	The school provides a very caring, safe learning environment for all its pupils

There is a strong partnership with parents who feel that the school encourages strong parental involvement. Many parents and members of the local community either work or help in the school. Overall parents have extremely positive views of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall the school is led well. The headteacher has the respect of parents and pupils. There is a very effective partnership with the deputy headteacher. Subject co-ordinators are knowledgeable and have a clear vision for their subject but their role in monitoring standards is not sufficiently well developed.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties very well. Members are very supportive of the school, help actively in shaping its direction, have a good understanding of its strengths and hold it to account well by acting as a critical friend.
The school's evaluation of its performance	The school and the governing body use comparative data very well to assess its performance in National Curriculum tests. School development planning is not strategically well developed for the longer term.
The strategic use of resources	Resources are used well. The school has a large deficit, caused by a drop in pupil numbers, which it hopes to clear in this financial year.

There is a good match of staff to the curriculum supported by specialist teachers. Aspects of the accommodation are good but one or two rooms are cramped given the current number of pupils. There is a lack of linked outdoor play space for very young children. The impact of new fiction books in classrooms is diluted by older somewhat tired stock and the library contains some very dated material. The new ICT suite is beginning to be used well. Overall resources are satisfactory. The school applies the principles of best value well to any expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school with questions or a problem. • Their children like school. • The school provides an interesting range of activities outside lessons. <p>The school expects their children to work hard and achieve their best.</p>	<ul style="list-style-type: none"> • A closer partnership with parents. • The right amount of work to be done at home. • Being kept better informed about how their children are getting on.

The majority of parents had very positive views of the school which the inspection supports. There was a small but significant minority of parents who felt that three aspects could be improved. The inspection team felt that the school actively sought to achieve a partnership with parents and worked hard to keep them informed. Homework is set on a sufficiently regular basis given the age of the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils enter the school in reception class with levels of attainment above expectations for their age. They make good progress and many pupils will attain or exceed the expectations for very young children by the time they leave the class.
2. Children settle quickly and show a good understanding of daily routines as a result of the good induction systems and relationships that are established. They talk confidently to adults and in discussion they listen quietly and without interruption to each other and show a good understanding of the need to consider the feelings and needs of others. Children have a good understanding of how books work and most are already confident to describe features of books. They are developing a good understanding of phonics by learning the sounds and shapes of individual letters and readily identify words that have the same initial letter sound. The most able children are able to use their knowledge of letter sounds to help them to write words correctly without adult help. All are able to write their own names and most form the letters appropriately and with consistent size. Most of the children count confidently to twenty and beyond and some can recognise and order numerals to ten and correctly match the right number of objects to each numeral.
3. Good progress continues so that by Year 2, pupils achieve well above average in reading, writing and mathematics in National Curriculum tests. They also attain standards that are well above average in reading and above average in writing and mathematics when compared to schools with similar proportions of free school meals. Results in national tests at the end of Year 2 have shown a steady improvement since 1998.
4. In the juniors pupils continue to make good progress and in the 2001 National Curriculum tests, Year 6 pupils obtained results which were well above the national average in English and mathematics and above average in science. When compared to similar schools, results in English were well above average. They were above average in mathematics and average in science. Standards in all three subjects show steady improvement since 1998 and at a rate that is higher than the improvement nationally. Standards in science dropped slightly in the 2001 tests because of a difference in cohorts between the two years. The school gained an 'Achievement Award' in 2000 because of the improved National Curriculum test results.
5. Standards in English, mathematics and science are good and pupils make good progress in all three subjects. In 2001, half the Year 2 pupils attained an above expected level for their age in reading and mathematics. The proportion of pupils attaining a higher level in writing was also above average. Half the Year 6 cohort of pupils attained a level above the expectations for their age in English, well above the national average. In mathematics and science the percentage attaining the higher level was average. The previous report was critical about the fact that pupils were not being challenged to reach the higher levels. There has been a significant improvement in standards since.

6. The National Literacy Strategy has been implemented well. The school has focused successfully on developing writing skills and the success of this focus is seen in the increased number of pupils achieving the higher level in the National Curriculum tests. Standards in writing are good. By Year 6 pupils write fluently, expressing their ideas clearly. The best writing emerges when there is a strong interrelationship between reading and writing. Standards in reading are good. The school teaches reading well and successfully encourages reading, although more thought needs to be given to how pupils are stimulated to read more demanding literature in their personal reading. Listening skills are very good and this not only ensures that there is a positive work ethic in classes but also allows pupils to distinguish how a word is built up. By Year 6 pupils are confident speakers but more opportunities to rehearse their ideas, engage in drama and role-play would help develop their ideas.
7. Pupils achieve well and make good progress in all aspects of mathematics across the school. The school has implemented the National Numeracy Strategy well. They show good reasoning and logical thinking and are often articulate in describing the process they have used to reach an answer. Their mental recall is quick and by the age of 11, pupils respond rapidly to addition, subtraction, division and multiplication problems, using decimals and fractions confidently up to and beyond a thousand. There are good opportunities for pupils to use and apply their mathematical understanding to solve problems
8. Pupils achieve well in science. Pupils in Year 6 have a good understanding of balanced and unbalanced forces and know that friction is a force that slows moving things. They represent their findings using both tables and graphs and their work is well presented. They understand the physical process of electrical circuits and can draw circuit diagrams.
9. Pupils achieve standards that match national expectations for their age in art, design and technology geography and history. However, in design and technology the evaluative aspects of the work could be improved and in this subject and in geography and history there is a lack of challenge for those pupils who could attain higher standards. In most other subjects able pupils are motivated well with tasks that meet their needs. Religious education was not inspected.
10. In physical education standards are appropriate by the age of seven and a significant number of pupils exceed expectations by the age of 11. In music, pupils of all ages attain above expected standards. In information and communication technology (ICT) pupils achieve the expected standard by the ages of seven and 11 but there is evidence that standards are rising- particularly as the subject is being increasingly used to support other subjects.
11. The school sets itself challenging targets in conjunction with the Local Education Authority and which it met successfully in 2001.
12. Provision for pupils with special educational needs is good. Pupils who find learning difficult or who have special educational needs are supported effectively and make good progress as evidenced by the fact that in Year 6 all pupils attained at least the expected level in mathematics and science and nearly all in English. They are supported well in literacy and numeracy lessons as well as in some of the other subjects of the curriculum. This enables them to make good progress towards the targets set for them. Their individual education plans are reviewed regularly and teachers and learning support assistants ensure that they are implemented. The withdrawal of pupils from lessons is kept to a minimum and care is taken to ensure that they can resume the lesson successfully on their return. All pupils enjoy equal access to the curriculum.

Pupils' attitudes, values and personal development

13. The school has maintained and built upon the good standards of behaviour and very positive attitudes towards learning that were evident at the time of the last inspection. As a result of strong leadership, good teaching and a very good partnership with parents, pupils now have excellent attitudes towards school. Their enjoyment of school is very clearly evident for all to see; they listen to teaching staff in a very attentive manner and are notably eager to learn. Pupils positively 'sparkle' with enthusiasm at this school and almost all work extremely hard. Almost all pupils are punctual. Pupils are exceptionally interested in the range of activities provided by the school, both within and outside the curriculum. It is particularly evident outside curriculum lessons in pupils' response to musical tuition and extra-curricular provision.
14. The behaviour of pupils is almost always very good and occasionally excellent as a result of the notably effective whole school behaviour policy. Pupils are very courteous, extremely trustworthy and demonstrate a high degree of respect both for their own and the school's property. A very high degree of social harmony is clearly evident and boys and girls relate very well to one another, with mutual respect. Bullying or oppressive behaviour is rarely experienced but when it does occur it is dealt with promptly and effectively. Pupils are very aware of the school rules and of the expected standard of behaviour, which is reflected in their very good understanding of the impact of their actions on others. This was very evident in a mathematics lesson during the week of the inspection when a pupil who was crying was comforted and supported by two peer pupils when working in a group. This was a natural response by the supportive pupils who were not instructed to react in this way. There have been no exclusions.
15. Pupils are very polite, extremely caring and very friendly towards one another, staff and other adults. They readily engage in conversations with visitors and often initiate dialogue as a result of well-practised social skills and confidence in their own abilities. Pupils know the difference between right and wrong. Respect for other people's feelings is very clearly evident. However, provision for multicultural education and information on the wide range of beliefs held in society today is more limited and as a result pupils' awareness of values and beliefs other than their own is less evident.
16. There are progressive opportunities for pupils to adopt roles of responsibility as they move through the school. Pupils respond very well to these opportunities with the youngest pupils attending to such tasks as the return of the register to the school office whilst the oldest pupils undertake a range of tasks such as the setting up of the hall for assemblies and collecting milk for the youngest pupils. The notably good arrangements in Year 6 enable all members of the class to have the experience of a role of responsibility either as a team captain, monitor or prefect. The provision of a biennial residential visit for Years 5 and 6 provides a very good opportunity for growth in independence and personal development. Older pupils demonstrate initiative in areas such as fund-raising in response to an appeal for a child in a local hospital. The planned introduction of a school council has the potential to provide opportunities for all pupils to learn the process of democratic decision-making and for pupils to demonstrate initiative in problem-solving.
17. Levels of attendance are good and the rate of unauthorised absence is broadly in line with the national average. There have been no exclusions.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is good across the school. It is often very good and sometimes excellent. No unsatisfactory teaching was seen. Good or better teaching was seen in most subjects. Whilst there was a higher proportion of very good and better lessons in the infants in the lessons seen, very good and excellent teaching was seen across the school. The best teaching tends to be in English, mathematics and science where teachers plan particularly carefully to ensure the needs of all pupils are met and pupils are appropriately challenged. Teaching in these subjects is good and often very good. Overall, there has been a significant improvement in the quality of teaching since the previous inspection.
19. Overall, teachers have good knowledge and understanding of the subjects they teach. There exists within the school a strong sense of teamwork and teachers are generous in sharing ideas, expertise within a specific subject and helping each other. Because they are confident and secure in their subject knowledge teachers are able to probe, question and ensure that pupils achieve well. Where the teacher is less confident in the subject, for example in teaching of dance to older pupils, it is more difficult for them to help pupils identify exactly what it is which distinguishes a good 'performance'.
20. Teachers are also enthusiastic about what they teach and this enthusiasm motivates and engages pupils and is a significant factor in pupils' developing very good attitudes to learning. Pupils enjoy learning and are engaged by what they are doing so that they sustain their concentration. This enthusiasm on the part of teachers is also matched by their high expectations. Teachers 'press' pupils to make that extra effort. This in turn means that pupils work very hard and are self-motivated and want to do well, applying themselves to the task in hand. Lessons are structured well so that the pace of lessons is usually good, although, sometimes in junior mathematics the pace drops a little and for those pupils capable of achieving higher standards it becomes a little leisurely, particularly in mental practice sessions.
21. Teachers listen to pupils carefully. Mistakes are used positively and teachers work hard to develop pupils' sense of self-esteem and confidence so that they are prepared to 'have a go'. Praise is used well and marking is encouraging and supportive. Some teachers set targets so that pupils understand what it is they have to do in order to improve, although these good arrangements are not consistent across the school.
22. Members of staff know the pupils well, picking up on important events in a pupil's life, such as the death of the family pet and are sensitive in their handling of the issue. This sensitivity allows them to anticipate possible difficulties and to forge very good relationships. In reception, for example, the teacher has developed good relationships with the children and knows them well and she makes good use of this knowledge to stimulate the learning and involvement of all the children.
23. Teachers target questions carefully to probe pupils' thinking and to check for understanding. For example in a mathematics lesson careful questioning ensured that all pupils had a clear understanding of 'odds and evens'. They pick up quickly on clues for example responding to the body language of a pupil, 'I see you are not happy about this, why is that?' Management of pupils is very good, classroom routines are established well and pupils move from one activity to another with little if any 'fuss'. Indeed very careful preparation by the teachers ensures that resources are laid out in advance and pupils can settle to their new task very quickly. Homework is set regularly and extends the classroom work.

24. Explanations are clear and technical language is used particularly well to encourage a richer vocabulary. Objectives are also clear and usually shared with pupils so that pupils understand what it is they are trying to do and why. Whole class discussions at the end of a lesson are used well to reflect on what has been learnt. Lessons are usually prepared well and a lot of thought is given to making them interesting. Significantly in art and design and design and technology there was a qualitative difference in the levels of challenge in those lessons which were planned in some detail and those where planning was less specific. In science the greater emphasis given to developing investigations and experiments has led to significant improvement in pupils overall standards in science.
25. Resources are good and used well, for example in geography a model of the landscape was used effectively as a starting point for questions. Teaching in ICT is good. Teachers in school have good subject knowledge and are confident and competent with most applications. The new ICT suite is being used well.
26. Pupils with special educational needs and pupils who find learning difficult are supported well. There is very good teamwork with other adults. Liaison between the special educational needs co-ordinator and the classroom teachers ensures that support within the class and through withdrawal are well targeted. Pupils who find learning easier than their peers are challenged appropriately in English, mathematics and science but less so in art and design, design and technology, geography and history. This is because, although teachers are very familiar with National Curriculum levels in English mathematics and science, they are less comfortable ascribing levels to work in other subjects and using the levels to plan the pitch of the work in order to challenge the higher attaining pupils. In addition whilst there are significant strengths in teaching geography and history, sometimes an over-reliance on work-sheets can also result in a lack of challenge for such pupils.

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

27. The quality and range of the curriculum for the children in the Foundation Stage are good. Provision is based on national guidelines called Early Learning Goals and the National Literacy and Numeracy strategies. An appropriate emphasis is given to personal, social and emotional development and literacy and numeracy for these children. Daily activities are appropriately planned and these provide support for children's learning in all areas of the Foundation Stage curriculum, although there are insufficient opportunities for children to take responsibility for some aspects of their learning. There is no current policy or scheme of work for the Foundation Stage. However, they are in the process of being drafted. Some subject policies make reference to the reception year but these do not always refer to current national guidance.
28. The curriculum for pupils in Key Stages 1 and 2 is broad and balanced overall and meets the requirements of the National Curriculum. This is an improvement since the previous inspection. Policies and schemes of work are in place for all subjects. The National Literacy Strategy is incorporated well into curriculum planning and is reflected in the structure of literacy lessons. Pupils' literacy skills are appropriately developed in other subjects throughout the school, for example reading for information and writing for a range of purposes in science. The National Numeracy Strategy has been successfully implemented and has increased pupils' competence in numeracy. There is an appropriate

emphasis on literacy and numeracy as part of the school's initiative to raise standards. Information and communication technology skills are used satisfactorily across the curriculum. The curriculum is planned effectively to provide pupils with a range of interesting and relevant opportunities and the overall time allocated to subjects is appropriate in both key stages. Teachers make good links between subjects through thematic work and these are effective in developing pupils' understanding.

29. The policies for personal, social and health education, including sex education informs the good provision. Sex education is taught in mixed gender groups in Key Stage 2 and teachers across the school respond to pupils' questions and comments as opportunities arise. Drugs awareness and health education are taught through the science curriculum and these are well supported by good policies and schemes of work.
30. The curriculum is socially inclusive and provides equality of access and opportunity for all pupils to learn and make good progress. Good provision is made for pupils with special educational needs; they are very well supported by classroom assistants and make good progress as a result.
31. There is a good range of out of school activities and these both enrich the curriculum and support pupils' social development with an emphasis upon sports. These activities make a good contribution to the development of team spirit as well as standards in physical education. Positive use is made of mixed-age and gender groupings in these activities. There are also regular inter-house competitions
32. The school makes good use of a range of visitors who support work in the curriculum such as the Victorian and Tudor workshops. To support work in the curriculum pupils make visits to museums, art galleries and other places of interest, such as the Black Country Museum, as well as undertaking work within the immediate environment of the village. In partnership with another school Years 5 and 6 pupils also have the opportunity to undertake a residential visit to Belgium every other year. These activities broaden the pupils' experience and promote their personal development.
33. The school has developed good links with the community and is closely involved in the events of the parish in which the school is situated. Members of the community visit the school to support pupils' work, including reading, in the classrooms. The pupils visit local residents at Christmas to sing carols. The school is active in supporting a range of charities. There are good links with local primary schools and those established with secondary schools effectively support transition. The school participates in a range of activities, including sporting and musical events, with other schools. Effective links have been developed with industry and these make a good contribution to pupils' learning and progress.
34. The provision for pupils' spiritual, moral, social and cultural development is very good overall due to the major impact on pupils' learning provided through the school's provision for moral and social development.
35. The provision for spiritual development of pupils is good. This reflects the findings of the previous inspection. Spiritual development is advanced through collective worship, school assemblies and religious education. Christian beliefs are promoted effectively throughout the school and other religions, Judaism and Islam, are explored through religious education. During assemblies and in lessons the pupils have good opportunities to reflect on their own achievements and to share and appreciate the successes of others. Good opportunities are provided for pupils to develop a sense of wonder of the world in some areas of the

curriculum. For example pupils in reception are fascinated and amazed by the feel of frost, and the trail of footprints left by their shoes in the frost. While further up the school older pupils responded as a class with some amazement to the opening of a homemade card that contains a pop out frog.

36. The school's provision for pupils' moral development is very good. Moral messages are put across in assemblies for example, through the story of Mary Seagall. The teacher reinforces the view that all people should be treated with respect regardless of the colour of one's skin. School rules and conventions of behaviour are prominently displayed around the school, teaching pupils to respect their surroundings and one other. Teachers themselves are good role models for pupils through their commitment, the care that they show for pupils' welfare and the ways they offer clear moral guidance. The school encourages personal responsibility by appointing pupils as monitors and prefects, although, in some very teacher-directed lessons, opportunities are missed to develop pupils' independent learning skills. Moral issues, such as those of drug abuse, are addressed in lessons. Pupils learn to respect each other and to understand the consequences of their actions on others. The very good moral provision helps to make the school an ordered and caring community.
37. Provision for pupils' social development is very good and is a strength within the school. Very good relationships contribute strongly to the development of positive social behaviour. Staff encourage pupils to work co-operatively and fairly in lessons and pupils are very aware of their own social needs as well as the needs of others. This was demonstrated in a Year 3 lesson when a pupil found himself without a partner to work with. On becoming slightly distressed he was immediately offered support by other pupils. Teachers guide pupils towards taking responsibility for themselves and others. They also develop a sense of responsibility through charity work in the community and further afield by supporting appeals such as 'Children in Need' and the 'LEPRA' charity'. Pupils and staff relate well to one another and older pupils who are prefects are given responsibilities and act as good role models for the younger pupils. Most pupils take others into account when on corridors, moving around the school sensibly and holding doors open. Many sporting events are organised with other schools, enabling pupils to meet and compete with other pupils. They welcome visitors to the school and they contribute significantly to broadening pupils' social awareness. Pupils, including those with special educational needs, have a strongly developed understanding of their own roles as part of the school community. The residential visit for the older pupils gives valuable opportunities to learn new skills in a different setting. The very strong social awareness found amongst the pupils contributes strongly to the overall harmony and friendliness of the school.
38. Cultural development within the school is satisfactory. Pupils develop a sound sense of their own community and, through provision in a variety of subjects, they gain an insight into the lives and cultures of peoples in different countries and in other times. Pupils learn about their own cultures through famous people in history, for example, Florence Nightingale. Pupils learn about other world faiths as well as Christianity in religious education lessons and pupils are given some opportunities to experience other cultures in music, such as the playing of the Sitar and drums by visiting musicians. There are also limited links with other cultures in literacy and art but generally this area is underdeveloped.
39. While there is no policy or scheme to guide consistency of planning for pupils' moral, social, and cultural development, considerable thought has been given to them. Provision for moral and social development is very good. Provision for cultural development is satisfactory but pupils are not sufficiently aware of the diversity of cultures in modern Britain.

40. The previous inspection noted that the provision for pupils' spiritual, moral, social and cultural development was a strength of the school. The very high standards have been maintained.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Since the last inspection, the school continues to provide a very caring, safe learning environment for all its pupils. Secure child protection procedures are in place and designated staff have received appropriate training. All members of staff are fully informed of procedures to follow in the event of any concerns. The general welfare of pupils is the responsibility of very caring class teachers who know their pupils very well, with very good support from teaching assistants, midday and administrative staff. Good liaison and support arrangements with appropriate welfare and health services enable all pupils to be appropriately supported. Very thorough administrative procedures and systems enable all staff to be fully informed of and made aware of any changes in individual pupils' personal or medical needs.
42. There are very secure systems in place for the monitoring and maintenance of all general health and safety requirements and for the maintenance of the overall very good standards of the school premises and grounds. Fire fighting, electrical and physical education equipment are regularly serviced and maintained. First-aid provision is very good and all staff are trained in basic first-aid in addition to the trained appointed first-aider. Likewise, all staff has been trained in the use of fire-fighting equipment and the record of termly emergency evacuation practice indicates that the whole school is evacuated within the recommended guidelines. Safe storage areas are provided for hazardous substances and equipment and pupils are made aware of good practice and safe working procedures.
43. The erosion of soil adjacent to the Key Stage 1 playground has been identified by the school as a problem and repair and replacement are planned for. It is awaiting funding from the Diocese.
44. Procedures for monitoring and accurately recording pupil attendance are very efficient. The school continues to promote actively the importance of regular and punctual attendance and liaises with appropriate agencies in the event of any concern. A notably good whole school behaviour policy combined with very good class management strategies and the promotion of positive, caring behaviour through such lessons as personal, social and health education has resulted in very high standards of behaviour. The school has very effective systems in place, both formal and informal, to monitor and eliminate oppressive behaviour.
45. Assessment systems for tracking pupil performance in the core subjects of English, mathematics and science are solid. In the previous inspection assessment was seen as a weakness and there has been significant improvement since then. There is now very good analysis of National Curriculum tests and other optional tests both to inform future planning in English, mathematics and science and to identify individual pupil progress. Very good use is made too of comparative data associated with National Curriculum testing to monitor the school's overall performance. On-going assessment systems in English, mathematics and science contribute effectively to planning and help pupils improve. In these subjects members of staff have developed a very good understanding of National Curriculum levels and know what challenges need to be present in a particular unit of work to help pupils achieve well. Currently, in other subjects, the school uses a form of assessment which helps teachers identify which pupils have understood a particular concept and these tend to be carried out towards the end of a unit of work. The weakness in this approach is that it is not particularly helpful in determining the pitch of work that the particular unit of work is

being aimed at nor particularly helpful in moving pupils onto conceptually more demanding work. Currently members of staff are not as familiar with National Curriculum levels in subjects such as history and geography as they are in the core subjects. This means that tracking pupils' progress in subjects other than English, mathematics and science and monitoring overall standards is less secure.

46. For pupils with special educational needs appropriate records on progress are kept and there is a sound assessment of their needs. Objectives in individual education plans are detailed and specific and allow pupil progress to be monitored effectively.
47. Members of staff have a very good informal knowledge of their pupils. The school's arrangements for monitoring and supporting pupils' personal development are informal and vary in quality. Some staff set personal and or academic targets for pupils to help them understand what it is they have to do in order to improve. However, currently, these are not followed through in a consistent manner, although the school plans to develop this aspect. A whole-school system would ensure that the knowledge an individual teacher has developed over the year about a pupil is passed on, helping meet future learning needs and allowing pupils' attitudes, learning skills and other aspects of their personal development to be monitored more formally.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school has maintained and strengthened the strong partnership with parents that was evident at the time of the last inspection. Parents feel that the school is very inclusive and that it continues to encourage strong parental involvement. Many parents and members of the local community either work or help in the school. Overall parents have extremely positive views of the school.
49. The inspection finds that the school provides a good range of opportunities for parents to be fully informed. There are regular and informative newsletters written in an accessible style. Twice yearly formal consultation evenings are provided for parents and the governing body provides regular access to a 'surgery'. The school encourages informal access by parents at appropriate times of the school day. Annual reports comply with statutory requirements and provide a sound knowledge of each pupil's strengths and weaknesses but the reports do not consistently provide specific targets for pupils to work towards. The range of information on the curriculum and topics to be studied each term is limited. Likewise the information for parents when pupils start school is not sufficiently detailed in order that parents may fully support their children. Parents are invited to be fully involved when pupils are identified as having special needs.
50. The school makes good use of homework to support and reinforce learning and in order that pupils may develop independent research skills through project work. Home –school reading and homework diaries facilitate a very useful dialogue between parents and the school.
51. The Parent Teacher Association is very supportive of the school and is very effective in raising considerable funds each year through a number of social and fund-raising events. These funds are used to very good effect to extend and enhance resource provision such as the recently installed wildlife garden and the quiet area adjacent to the Key Stage 2 playground. In addition many parents and members of the local community assist the school in a wide range of ways. Some provide materials and effects to extend resource

provision and to improve the internal working environment such as in the recently installed ICT suite, whilst others provide their professional expertise when required. A large number of volunteers and parents help regularly in the school. Parents and members of the local community are very supportive of school events and productions. The school recognises and values the significant support provided by its community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. Overall the school is led and managed well. The headteacher brings many strengths to the role and has the confidence of parents and the local community and the respect of pupils. He has established a calm community where pupils have very good attitudes to learning, where teaching is good and pupils make good progress and achieve well and where standards have improved significantly in English, mathematics and science. Standards have risen significantly under his leadership since the last inspection. There is a strong sense of teamwork and commitment by all staff to further improvement. An area for development lies now in establishing internal systems to monitor the quality and standards across all subjects. The deputy headteacher works in close partnership with the headteacher and staff and provides very effective support particularly in aspects of the curriculum. Subject co-ordinators in English, mathematics and science have been key figures in achieving the significant improvement in standards and they are involved in monitoring of standards. The role of coordinators in other subject areas is not so well advanced, particularly with regard to monitoring of standards
53. The governing body is a very active and supportive group of people. Members bring considerable expertise and commitment to their roles. They have a clear understanding of governance and work closely with the headteacher and senior staff in developing aspects of the school. They are very challenging about standards and monitor the work of the school in this regard very closely. They have a very good understanding of the school's strengths and areas for development because they have close contact with the school. They fulfil their statutory responsibilities very well.
54. The governing body is highly involved in establishing the strategic direction of the school. Along with the members of staff they were engaged in a process of establishing a long-term vision for the school and its development. A clear consensus of the essential values that the school stood for emerged as a result. The school aims to provide a structured disciplined but stimulating environment where each child given every opportunity to develop and it achieves this well. They are involved in the school development plan and monitor its progress closely. All co-ordinators submit their subject development plan to the governing body.
55. The governing body monitors the budget closely. Currently there is a deficit caused by a sudden drop in school numbers. It is hoped to clear this deficit in this financial year. The school is careful to apply the principles of best value to any expenditure. Given the high standards achieved in National Curriculum tests and pupils excellent attitudes to learning the school provides good value for money.
56. The governing body is able to monitor overall standards very effectively in the core subjects of English, mathematics and science because they make very good and detailed use of the comparative National Curriculum information available. It is currently less easy for them to monitor standards in other subjects. Greater familiarity by staff of National Curriculum

levels in subjects other than the core and periodic or end of year assessment using National Curriculum levels reported to the governing body will enable them to do this. The current school development plan is based on one year with some items rolling over to the next. The lack of a longer-term plan does not help to establish a phased development of subject areas.

57. There is a good match of staff to the curriculum and the school also makes good use of specialist teachers. Aspects of the accommodation are good but one or two rooms are cramped given the current numbers of pupils. There is a lack of linked outdoor play space for very young children. The acoustics in the hall make teaching difficult. The impact of new fiction books in classrooms is diluted by older somewhat tired stock and the library contains some very dated material. The new ICT suite is beginning to be used well. Overall resources are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. **In order to build on the significant strengths of the school and to ensure that standards continue to develop across all subjects, the headteacher governing body and members of staff should:**

Develop a planned programme of improvement to ensure that pupils are as challenged in art and design, design and technology, history and geography as they are in the core subjects of English, mathematics and science by:

- developing staff familiarity in the National Curriculum levels in these subjects;
- using National Curriculum levels to track pupil progress in these subjects and ICT and as an aid to planning;
- ensuring that when work-sheets are used they provide sufficient challenge to all pupils.

(paragraphs: 26, 45,)

In order to develop the school's ability to undertake its own self-evaluation the headteacher, governing body and members of staff should establish a school development planning process which is informed by,

The school's internal monitoring of standards across all subjects through:

- enhancing the role of the subject co-ordinators in subjects other than the core so that they are able to monitor standards;
- evaluating the action required to improve/maintain standards and feed this evaluation into the school planning process;
- reporting on standards on a regular, periodic basis to the governing body;
- establishing a school development plan over a three-year period to prioritise initiatives;
- ensuring that the school development plan has standards as its central focus.

(paragraphs 52, 56,)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	13	21	7	0	0	0
Percentage	11	28	46	15	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		201
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		66

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	6	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above	Boys	16	16	16
	Girls	6	6	6
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	92 (88)	92(91)	92 (94)
	National	84 (83)	86(84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 and above	Boys	16	15	18
	Girls	6	6	6
	Total	22	21	24
Percentage of pupils at NC level 2 or above	School	92 (91)	88 (94)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	16	29

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	12	13	13
	Girls	16	16	16
	Total	28	29	29
Percentage of pupils at NC level 4 or above	School	97 (90)	100 (93)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	12	13	13
	Girls	16	16	16
	Total	28	29	29
Percentage of pupils at NC level 4 or above	School	97 (100)	100 (100)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	207
Any other minority ethnic group	

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)	9
Number of pupils per qualified teacher	24.8
Average class size	29.8

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	103

Financial information

Financial year	01/02
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	£
Total income	400,348
Total expenditure	375,022
Expenditure per pupil	2149
Balance brought forward from previous year	-24,136
Balance carried forward to next year	1,190

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	27	5	1	0
My child is making good progress in school.	55	36	7	0	3
Behaviour in the school is good.	59	37	4	0	0
My child gets the right amount of work to do at home.	44	30	16	4	5
The teaching is good.	55	40	1	0	4
I am kept well informed about how my child is getting on.	41	41	14	1	3
I would feel comfortable about approaching the school with questions or a problem.	68	30	1	0	0
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	32	45	19	3	1
The school is well led and managed.	56	44	0	0	0
The school is helping my child become mature and responsible.	61	38	1	0	0
The school provides an interesting range of activities outside lessons.	63	30	1	0	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. Children are admitted into the reception class at the beginning of the year in which they are five. All children attend on a part-time basis until the autumn half-term and then become full-time following consultation with parents. At the time of the inspection there were 30 children in the reception year all attending full-time. The school has good induction procedures to support children and their parents on entry both to the reception class. Tests called baseline assessments are carried out during the first half of the term following admission and the results of these assessments show that the attainment on entry of the majority of children is above that expected for children of this age. By the end of their time in the reception year the children make good progress in all areas of the Foundation Stage curriculum and the majority will attain all of the nationally recommended standards or Early Learning Goals and a significant number will exceed them.
60. The quality and range of the curriculum in the reception class are good. As yet there is no policy or scheme of work that take account of the latest government guidance for the Foundation stage. However the newly appointed reception teacher has a good understanding of the early learning goals and these are used to inform planning. The curriculum for the children in the reception class is mainly provided through adult-directed activities that are planned around themes. The quality of teaching is good. The teacher has developed good relationships with the children and knows them well. She makes good use of this knowledge to stimulate the learning and involvement of all the children. Her use of questions is skilful in adult-directed activities and her positive use of praise encourages all children to succeed. She is well supported by two classroom assistants who job-share and relationships between her and them are very good. The quality of these relationships, together with the sharing of weekly and daily planning, make a significant contribution to the progress that children make. The classroom assistants provide good support particularly for children with special educational needs.
61. Baseline assessments are used to group pupils as well as providing early identification of pupils with special educational needs. As yet opportunities for ongoing observation and assessment of children's progress have not been fully developed.

Personal, social and emotional development

62. By the end of their time in the reception class children make good progress in their personal, social and emotional development and will attain or exceed the standards expected for children at the end of the Foundation stage. The quality of teaching for this area of learning is good. Children settle quickly and show a good understanding of daily routines as a result of the good induction systems and relationships that are established. They talk confidently to adults about events in their lives and about tasks they are set. In discussion they listen quietly and without interruption to each other and show a good understanding of the need to consider the feelings and needs of others. All the adults have high expectations of children's behaviour and concentration and they respond well to these and persist at directed activities showing good levels of concentration and perseverance even when they are not directly supervised. They are attentive when adults speak and respond quickly and sensibly to any instructions they are given such as tidying the classroom or lining up. The majority can dress and undress themselves for physical education and take good responsibility for leaving

their clothing tidily. There are well-established rules for behaviour and these, together with the good role models provided by the adults, make a positive contribution to the children's very good behaviour. They have a good understanding of classroom and school rules.

Communication, language and literacy

63. By the end of their time in the reception year children make good progress in their communication, language and literacy skills and attain or exceed the standards expected for children of this age. Teaching is good and is based on the National Literacy Strategy.
64. Children have a good understanding of how books work and most are already confident in their use of the correct terminology to describe features of books. They are developing a good understanding of phonics by learning the sounds and shapes of individual letters and readily identify words that have the same initial letter sound and can put these in sentences that show good understanding of vocabulary.
65. The most able children are able to use their knowledge of letter sounds to help them to write words correctly without adult help. All are able to write their own names and most form the letters appropriately and with consistent size. The adults demonstrate writing regularly by writing words and sentences dictated by individual children. The writing area provides children with the opportunity to experiment with writing. However, the emphasis upon adult-directed tasks means that this area is not used as fully as it could be, particularly by those children who are in the early stages of developing an understanding of the purpose of writing.
66. Children have regular access to a tape recorder and headphones so that they can listen to stories and rhymes and use these well. As part of literacy activities they join in with reading a variety of books and clearly enjoy reading. They comment spontaneously upon words that rhyme, readily predict what might happen next and empathise with events in the stories. They are heard to read regularly in school and also take books and words home to share with their parents along with the home-school reading diary. This practice makes a good contribution to the children's development of positive attitudes towards reading and reading skills. The most able children have a good sight vocabulary relating to the reading scheme and also use their phonic knowledge to read less familiar words. There is a well stocked and comfortable book corner. However, during the period of the inspection there were no opportunities for children to read from choice. There are daily opportunities for children to say and sing a variety of rhymes and songs from memory.

Mathematical development

67. By the end of their time in the reception class children make good progress in mathematics and attain or exceed the standards expected of them in this area of their development. Teaching is good and is based on the commercial scheme adopted by the school. Mathematics is taught through adult-directed activities that focus on particular aspects of mathematics, such as counting, shape recognition and measure and the use of the correct mathematical language. Many of the daily activities and routines involve the children in mathematics and planning enables all adults to support effectively children's mathematical development. The children regularly sing action number rhymes that use counting forwards and backwards to ten and are developing a good understanding of addition and subtraction through such activities. Most of the children count confidently to twenty and beyond and some can recognise and order numerals to ten and correctly match the right number of objects to each numeral. They

have a good understanding of capacity and can correctly identify empty, full and half empty. They readily identified that half empty was the same as half full. They can order objects by size and make accurate comparisons. They are developing their understanding of time and most children can order the sequence of a familiar activity correctly. They make good gains in their knowledge and understanding of plane shapes as they handle and count everyday objects. Because of the emphasis upon adult-directed activity children have limited opportunities to use their mathematical knowledge and understanding to solve the practical problems that occur across the curriculum.

Knowledge and Understanding of the World

68. By the end of their time in the reception class children make good progress in this area of learning and are expected to achieve or exceed the standards for children of this age by the start of Year 1. The quality of teaching is good. In planning the teacher makes good links between different areas of learning through the use of the termly theme and this enhances the children's learning. They understand the importance of food, water and playful exercise for healthy growth and can apply their understanding to determine the needs of pet animals. They are learning about where light comes from and how artificial light is used in everyday life. They can recognise the significant differences between day and night and how this affects aspects of their lives. Through talking about themselves and special events such as birthdays they understand the difference between then and now. They use the computer to support work in literacy and numeracy and are able to use programmes both confidently and independently. They know how to select and drag using the mouse. They use tools and equipment purposefully and are aware of the need for safety commenting spontaneously on issues such as how to carry scissors. Role-play is well used to support children's learning. For example the provision of a 'cave' and torches provides real opportunities for children to reflect upon what they are learning about light.

Physical development

69. By the end of their time in the reception class children make good progress and will attain or exceed the standards expected for children of this age. The quality of teaching is good. In PE lessons in the hall they show a good awareness of both their own space and that of others. They move confidently and respond to all instructions very quickly. They have a good understanding of their bodies. For example, they were most inventive in finding different ways of moving about a defined area using different body parts. Their movements are well controlled. They can explain the importance of warm-up and cool-down activities. They use a range of construction toys skilfully to build models of things that interest them. They are developing their hand coordination skills through activities such as drawing and painting and use tools safely and appropriately as, for example, scissors when cutting out and glue spreaders when joining different materials. At present there is no secure outdoor area so opportunities for spontaneous large muscle movement are limited to whole school 'playtime' breaks.

Creative development

70. By the end of their time in the reception class children make good progress and will attain or exceed the standards expected for children of this age. The quality of teaching is good. The teacher provides a range of activities that allow the children to express themselves creatively. Children enjoy joining in with simple rhymes and singing and sing tunefully. In the lessons taught by the music specialist they were able to reproduce correctly clapped rhythms and recall and identify the words that

accompanied particular rhythms. They were able to give the right names for a number of musical instruments and know how these should be played. They use a variety of materials to illustrate aspects of the topic they are studying as, for example, making butterflies and ladybirds for the class frieze. The emphasis upon adult-directed activities limits the opportunities for children to make personal choices about how they want to represent their ideas. They have no opportunities to select the materials they feel best suit what they want to achieve or to practise new skills. During the period of the inspection children were observed only to use paint to write the letter they were learning that week in literacy. They use tools such as pencils, brushes and scissors with satisfactory control.

71. Good relationships have been established with parents and they were observed to be relaxed and confident with all the adults when bringing and collecting their children.

ENGLISH

72. Pupils enter the reception class with skills in communication and language and literacy skills which are above expectations for their age. Pupils achieve well and make good progress in English across the school. By Year 6 standards in National Curriculum tests are well above the national average in English and when compared to similar schools. Girls in the school achieve slightly better in English than the boys reflecting the national picture. In the 2001 National Curriculum tests, however, the boys in the school achieved above the average for girls nationally. In lessons there was no appreciable difference between the relative performance of girls and boys. In the National Curriculum tests for Year 2 pupils, standards were also well above average in reading and writing. Standards in English have shown significant improvement since the last inspection and are good. Standards have risen at a rate which is above the national trend.
73. English is taught well and often very well. The National Literacy strategy has been adopted well, teachers plan their work with care and the school has focused successfully on improving the quality of writing and helping pupils acquire more advanced writing skills which is reflected in the well above average number of pupils acquiring the higher levels at Year 2 and Year 6 in the National Curriculum tests.
74. Pupils have very good listening skills throughout the school. Not only does this mean that they listen to their teachers instructions well but it also means they listen carefully to the sounds that words make. Year 1 pupils, for example, practise with a dice game, distinguishing the letter name from the letter's sound so that they can sound out accurately the phonemes of 'zip' 'bell' and 'shell' or hear, as in Year 2, the differences between words which have plurals with 's' and 'es', for example, 'shed' and 'sheds', 'dress' and 'dresses'. Not only does this give them confidence to sound out an unfamiliar word accurately –'pant o-mime'- but it also means that Year 4 make bold attempts in their initial drafts at spelling 'suicide'- 'surecide', 'suerside'. Year 2 pupils hear the rhymes of 'toast' and 'post' developing their skills of recognising sound patterns.
75. This ability to listen carefully to words is developed by teachers' careful enunciation and indeed their enthusiasm for words and the relish they read humorous poetry such as 'Lick of the Spoon'. Teachers very effectively stimulate pupils' interest in words through this means. As a result older pupils are confident to have a stab at explaining 'aero-dynamic efficiency' and a pupil was able to explain how he worked it out: 'because of aero, like aeroplane'. They are challenged to come up other words and for 'raining' suggest 'torrential'. Pupils at the school develop a feel for words which stems

from teachers' careful development of their listening skills and the teacher's enthusiasm for the detail of the word. 'Which sounds better, slays or kills?'

76. New vocabulary and love of words are also developed carefully by other means. Teachers explain and use technical language. Year 1 pupils know what 'phoneme' means and are used to expression such as 'blend the phonemes together.' Older pupils are encouraged to use technical vocabulary such as 'tributary', 'confluence', 'estuary' 'delta' in their exploration of rivers and classrooms have good displays of, for example, language associated with their mathematics work.
77. Through careful phonics work pupils develop their reading skills. Pupils are skilled at using a variety of clues to work out the meaning. In the 2001 National Curriculum tests pupils in Year 2 attained well above the national average in reading and half the class achieved the higher level. Reading skills are carefully fostered in the infant section and they make good progress. This good rate of progress continues in the junior section of the school. Older pupils develop good comprehension skills and through their work and using class texts they are able to 'read between the lines', coming to an understanding of what motivates a character. Standards of reading are good. The school places appropriate emphasis and is successful in encouraging pupils to read for pleasure and regular class time is set aside for reading. Pupils are confident in using reference material and to research aspects of their work. The school has made significant investment in new texts but the impact of these is somewhat diluted by the way classroom fiction is displayed and the fact that a number of the books in the class libraries are somewhat worn. Further thought needs to be given to how the school moves pupils onto more demanding texts or to try authors they are less familiar with. The school library contains some very dated material.
78. Writing skills are developed well across the school. Year 2 books show a range of skills but all pupils make good progress. Pupils are encouraged to extend their writing beyond two or three sentences and they are encouraged to write for a number of purposes.

'I jumped off the cliff into the ocean as a dinosaur jumped up...'

'on the way she found her friend Poppy the butterfly and she called Poppy to find her friends.'

'Draw a square and cut it out. Cut along the lines for 10 cms. Fold every other corner in the middle. Fasten with a pin. Push the pin into the stick.'

79. Teachers evidently have high expectations and consistently 'press' the pupils to achieve well. Marking sets targets for improvement and also is very encouraging. Pupils evidently enjoy writing. Their writing is usually in sentences, carefully printed with words sitting on the line.
80. Across the school pupils are given good opportunities to write for a range of purposes and audiences. Year 4 pupils, following their workshop on 'Macbeth' were encouraged to write a newspaper article having been reminded of the importance of answering the important questions of 'who, what, when where' in their opening paragraph. Pupils used a writing frame to help them structure their ideas and used as their starting point headlines such as 'Weird Women spotted on Heath', 'Macbeth fooled by Walking Wood'.

'The women were wearing black as night clothes. They had long pointed noses and sick (sick?) yellow eyes';

'Lady Macbeth stabbed herself with a golden dagger. She went mad over all the guilt.'

81. Pupils in Year 4 who had some difficulties with their English work showed good understanding of direct and indirect speech and the function and purpose of the 'narrator' in fiction.

82. By Year 6 pupils write accurately, fluently and present their work well. Standards of writing are good. Information and communication technology is used effectively for research and to word process their work. Evident in the way they write is the emphasis given across the school to developing complex sentences by the use of connectives and appropriate punctuation and paragraphing. There is also emphasis on using vivid phrases and description and developing accuracy. Sometimes spelling is careless but this is being addressed through regular spellings tests. What does come across from a scrutiny of the books is that pupils are motivated and want to do well.

83. Some of the best writing, which goes beyond a rather conventional narrative style is stimulated by their reading and discussion. For example, work on 'Goodnight Mr. Tom' led one pupil to writing in role:

'I've got to look after an evacuee called James. He is quiet but when he is on his own he is quite a wild child. He gets on alright with me but he must have been knocked about a bit when he wasn't an evacuee....'

84. Subsequent to a lesson on personification and discussion surrounding a poem, pupils picked up on the ideas in their descriptions of a hurricane.

'the huge wave covered the island like a table cloth, sweeping up waves roughly like leaves in the wind, over the hills spitting out dirt...'

'gobbling the rocks down his twirling throat.'

85. Across the school pupils speaking skills are encouraged so that by Year 6 pupils are socially adept, for example talking to an adult visitor about their work. In class they express their ideas well, confident that their views will be valued. Teachers' relationships with pupils are very good and mistakes tend to be used positively so that this results in classrooms where pupils are not afraid of putting forward their ideas and making suggestions.

86. Year 4 pupils attended a drama workshop run by a visiting theatre company. Their response was particularly enthusiastic and by the end of the session they had clearly knew the plot and the key moments of the play as well as engaging with the quality of the language. The impact of the sessions perhaps made more marked the fact that drama was not used as a regular technique within the school. Pupils' best writing developed where there was a clear interrelationship between reading and talking about what they had read. Further thought needs to be given to developing opportunities for pupils to discuss and rehearse their ideas, engage in discussions and role-play in order to develop the quality of what they have to say.

87. Pupils have good and often very good attitudes to the subject. They are motivated and want to do well and indeed to improve. Teachers work hard to ensure that English lessons are interesting and that work is carefully structured. They motivate pupils through their own enthusiasm and consistently encourage them to do that little bit

more. Pupils enjoy their sense of success that they get from the subject and in the main work very hard.

88. The quality of teaching in English is good and often very good in both infants and juniors. It is sometimes excellent. There has been a significant improvement in teaching of English since the last inspection. Teachers have very good subject knowledge, are keen and enthusiastic and put across the material in a lively interesting manner. They have a detailed knowledge of the pupils and check carefully to ensure that ideas are understood. They have high expectations but teach carefully the skills needed to achieve these expectations. Adults and classroom assistants are used well and provide effective support to individuals and groups of pupils so that those pupils having difficulties in English are supported well. The high attainment at the end of Year 6 is because of the good progress pupils make across the school. This stems in part from teachers' good understanding of the National Literacy Strategy and also from the corporate commitment to teaching English that has been driven by the commitment to raise standards. Careful and detailed planning ensures that work challenges all pupils appropriately. There is a strong sense of teamwork evident in the way the school approaches the English work. This in turn stems from the effectiveness of the subject co-ordinator at identifying aspects which need development and the encouragement and support she has given her colleagues.

MATHEMATICS

89. The results for seven-years-olds in the national tests in 2001 were close to the national average and for eleven-year-olds they are very high in comparison with the national average. The fact that pupils were not achieving at the higher levels was criticised in the last report and this has been addressed well. The percentage of pupils achieving the higher level – level 3 by the age of seven -is well above the national average. By the age of eleven the number of pupils achieving the higher level 5 is close to the national average. Overall the trend for improvement since the previous inspection has been significant. Attainment in 1997, at the time of the last inspection, was reported as being below the national average at both key stages. Since 1998, standards for eleven-year-olds have consistently been above or even well above national standards. This trend for improvement is continuing. There is no current evidence of significant differences in the attainment of pupils of different gender or ethnic background.
90. Current Year 2 pupils attain standards that are commensurate with their capabilities. Higher attaining pupils make good progress and record their work in increasingly well organised ways, for example, when investigating what happens when two odd or two even numbers are totalled. They use number operations confidently with numbers up to a thousand and measure length in standard measures. Pupils who find mathematics difficult and those pupils with special educational needs, calculate accurately with numbers to 20, sometimes larger in the context of money, and read, write and order two-digit numbers, with help. The pupils capable of high attainment in Year 1 make good progress because they are generally set work of the correct level in order to build on what they already know. However one exercise, based on a commercially produced workbook, was too restrictive and did not contain sufficient challenge for the more able pupils. The good progress made by pupils in Year 2 builds on the good progress made in Year 1.
91. In the juniors, pupils make good progress in all aspects of mathematics. They show good reasoning and logical thinking and are often articulate in describing the process they have used to reach an answer. Their mental recall is quick and by the age of eleven pupils are responding rapidly to addition, subtraction, division and multiplication problems, using decimals and fractions confidently up to and beyond a thousand.

They have a good understanding of measures, angles and the properties of shapes. Higher attaining pupils are well challenged by the good pace and challenging expectations of learning in the older classes.

92. There are good opportunities for pupils to use and apply their mathematical understanding to solve problems. This is seen, for example, in Year 6 where pupils at all levels are fully challenged in trying to calculate a route through a maze and identify the number of mathematical shapes contained within a complex structure. ICT is beginning to be used well to promote learning in mathematics but there is a need to develop this resource. For example, very little evidence of work on data handling was seen.
93. Overall the teaching of mathematics is good. It is often very good. This is a significant improvement since the last inspection when it was reported that the majority of the lessons observed were either sound or unsatisfactory. No unsatisfactory lessons were observed in mathematics during this inspection. In Years 1 and 2 teaching and learning are good, teachers actively involve pupils in the lesson. Lessons proceed at a good pace with a high level of challenge. Pupils respond with enthusiasm and considerable effort. Pupils' progress in all areas of mathematics is good. On occasion there is an over-reliance on the published scheme and the tasks provided do not necessarily meet the needs of all the pupils within the group.
94. In the junior classes teaching varies from satisfactory to excellent. Overall it is good. In the one excellent lesson the pace of the lesson challenged pupils. Individual as well as class targets were known to the pupils and there was a clear understanding of the time available to achieve these targets. Work was carefully planned to meet pupils' needs, and imaginative and well thought out strategies were used to develop the lesson. Good use was made of whole-class discussion sessions to explain points of difficulty and used well to reinforce learning. The other lessons did not reach this same very high standard. Targets were not displayed throughout the lesson and there was sometimes a lack of urgency amongst the pupils because target time for the completion of the task was not set. Able pupils sometimes worked too leisurely as a result. Mental sessions sometimes lacked sufficient pace. Pupils with special educational needs are well supported throughout the lessons either by the class teacher or by the learning support assistants.
95. Pupils' attitudes towards mathematics are very positive. Their behaviour is very good and they work well together when necessary; for instance when sharing resources or when working in a group. Pupils are very keen to respond to teachers' questions.
96. The daily numeracy hour is well established. The framework is properly used to form the basis of teachers' planning which is thorough and detailed. The co-ordinator, together with the headteacher and numeracy governor, monitor and audit progress within the subject. Pupils' attainment is assessed regularly against key learning objectives. Standardised tests are given at the end of Years 3, 4 and 5, and national tests are administered to pupils at ages seven and 11. Assessment procedures are sound and enable teachers to judge attainment effectively and to pass on accurate information to parents and to other teachers. Resources to support the teaching of mathematics are good.

SCIENCE

97. The results of the 2001 teacher assessments for seven-year-olds showed that pupils' attainment was very high in comparison with the national average. By the age of seven standards in science are good and pupils, including those with special

educational needs, make good progress. These standards are above those reported at the previous inspection when standards were reported as satisfactory.

98. The results of the 2001 national tests for eleven-year-olds showed that pupils' attainment at the expected level 4 was very high in comparison with the national average, although the percentage of pupils reaching the higher level 5 was close to the national average. The slight drop in standards in science in 2001 is due to differences between the cohorts of pupils between one year and the next. Over the past three years, the school's results have consistently been well above the national average. By the age of eleven, standards in science are good and all pupils, including those with special educational needs, make good progress. The school has significantly improved on the standards reported at the previous inspection when standards were reported as generally unsatisfactory.
99. In the infant classes pupils make good gains in their knowledge and understanding in all aspects of science, and by the age of seven, standards are good. Year 1 pupils were able to predict what might happen to sugar cubes wrapped in different materials when they were placed in water and were eager to test out their predictions. They had a good understanding of the importance of fair testing as, for example understanding the need to make certain that each wrapped sugar lump was left in the water for the same length of time. In discussion pupils in Year 2 were well able to identify all the factors that they would have to control in order to test the volume of sound that various materials would make in a container and were able to make accurate predictions. They worked together very well while conducting their experiments and monitored their actions carefully. They use scientific vocabulary appropriately in their verbal and written communication and present their written work well
100. Pupils in the junior part of the school continue to make good progress. Year 3 pupils can use their knowledge of the properties of materials to determine what would be an appropriate and inappropriate use of different materials. For example one pupil wrote:

'a paper umbrella is a silly thing to use because it can't stop you from getting wet - it would get soggy and rip'.
101. Year 5 pupils can construct models that demonstrate how light is reflected by shiny surfaces at the angle it hits and relate this to the use of mirrors in equipment such as periscopes. They are able to describe their experiment and explain what happens using scientific language such as translucent, opaque, bounce and reflection. Year 6 pupils have a good understanding of balanced and unbalanced forces and know that friction is a force that slows moving things. They represent their findings using both tables and graphs and their work is well presented. They understand the physical process of electrical circuits and can draw circuit diagrams.
102. Pupils enjoy their science lessons and all pupils work with lively interest and very good concentration. Their attitudes to work are excellent and their behaviour is very good. They pursue their activities to a conclusion concentrating well on their set task. They work co-operatively in activity sessions and discuss their work sensibly when required. Their work is well presented and diagrams, tables and graphs are titled and well labelled.
103. The quality of teaching ranges from satisfactory to very good and is good overall. Teaching in the infants is very good and it is good in the junior classes. The good teaching seen throughout the school is based on good subject knowledge, detailed planning, skilful questioning and a greater emphasis upon investigative and experimental science. These elements are strong factors in the improvements in

pupils' attainment. Resources are well prepared and the management of pupils is very good. Pupils are encouraged to handle materials and good discussion often ensues as a result of teachers' good questioning and use of appropriate scientific vocabulary. Effective links are made with literacy and numeracy. In their planning teachers' identify clear learning objectives as well as what they expect pupils of differing abilities to achieve in each lesson. They make good provision for pupils with special educational needs by ensuring they receive additional support. Teachers undertake termly assessment of pupils' progress and in addition Years 3, 4 and 5 are assessed in science as part of their exam week.

104. The co-ordinator has very good subject knowledge and good awareness of the strengths and weaknesses in the science provision. She monitors medium-term planning and the monitoring of teaching and learning is planned for. She analyses test results and teacher assessments with regard to potential issues and these are addressed through the annual development plan that she is responsible for drawing up. Resources are audited annually and these are well stored, accessible and of satisfactory quality. All members of staff are given a resource list. There is an annual science event that further promotes pupils' attainment. The coordinator runs a science club for Year 6 pupils and this makes a good contribution to the development of these pupils' scientific skills and knowledge.

ART AND DESIGN

105. Because of the way the subject is blocked within the curriculum, it was not possible to observe lessons in the infant classes during the period of the inspection. Judgements are based on the observation of lessons in the juniors, a scrutiny of pupils' current and past work and teachers' planning. These indicate that pupils by the age of seven and 11 make satisfactory progress overall in art and design and achieve standards that are expected nationally for their age. In the last inspection standards were judged good. Pupils with special educational needs make good progress.
106. In the infant classes pupils explore and experiment with a range of media in different art forms and use sketchbooks regularly to try out their ideas. Year 1 pupils develop their understanding of colour through mixing their own paints. Their powers of observation have been enhanced through the close observation needed to paint self-portraits. Year 2 pupils have looked closely at natural forms found in their environment and used these as a basis for exploring pattern, shape and colour before composing their own patterns using cut tissue paper.
107. Pupils in the junior classes continue to develop their understanding of techniques and media and to apply these to different aspects of their work. They continue to plan new work and try out techniques in their sketchbooks as, for example, in Year 5 where pupils' have explored using different tools and materials to apply paint. In Year 4 they have given careful consideration to the aesthetic qualities of a model chair taking satisfactory account of what they know about the person for whom the chair has been designed. Year 6 pupils have looked closely and carefully whilst sketching particular features of the outdoor environment giving consideration to the relationship and juxtaposition of shapes as part of composition.
108. Whilst pupils in both key stages have some opportunities to consider and appreciate the work of artists and craftsmen this aspect of their work is less well developed.

109. Pupils' attitudes to art and design are good. In the lessons observed pupils were interested and involved in the activities they were set and were eager to get on with their work. They worked well, applying themselves with good concentration listening attentively to their teachers. Their relationships are good and they co-operate well as they share ideas and talk about both their own work and that of others.
110. The quality of teaching in the lessons observed was satisfactory overall, although where there was a detailed lesson plan and learning objectives were shared with pupils, teaching was good. Teachers organise their work well and use a variety of appropriate activities to enthuse the pupils. Skills and techniques are taught with clear instructions and exemplification and these are further promoted through questioning and individual support during lessons.
111. The headteacher, who has recently taken responsibility for the subject, has a personal interest in and enthusiasm for art. There is a good draft policy and the school has adopted national guidance as its scheme of work. There is a development plan in place and this is used to inform the whole school improvement plan, as well as supporting the governing body in determining the annual budget allocation for the subject. Medium-term planning, based on the guidance, is securely in place and this supports teachers in their lessons. The headteacher monitors medium-term planning, as well as the assessments of pupils' achievements when units of work are completed. Portfolios of individual pupils' work provide sound opportunities for assessment as well as guiding future learning experiences. There is a satisfactory range of materials to support pupils' work.
112. The subject makes a good contribution to pupils' spiritual, social and cultural development. Pupils' observational drawings of natural forms and the careful display of their finished work by teachers stimulate a sense of awe and wonder at the marvels of the natural world. Good use is made of visits to support pupils' learning. For example, pupils regularly visit local art galleries and the display of prints around the school provides opportunities for pupils to appreciate and learn about the work of famous artists, as well as contributing to the ethos of the school. The school holds termly art competitions that provide good opportunities for the celebration of pupils' work. The display of pupils' work around the school makes a good contribution to its welcoming atmosphere. Work in art makes a satisfactory contribution to literacy and numeracy as, for example, pupils' exploration of symmetry in pattern and the use of design to enhance their written work.

DESIGN AND TECHNOLOGY

113. During the course of the inspection, two lessons were observed, one in each key stage. Teachers' planning, scrutiny of photographic evidence, work on display and discussion with teachers and pupils contribute to the judgements made. Inspection findings indicate that pupils, including those with special educational needs, make satisfactory progress across the school and attain standards by the age of seven and 11 that broadly match expectations for their for their ages.
114. Pupils in reception design their sock puppets and demonstrate good scissor skills and the careful use of glue when making and decorating their puppets. In Year 1 they list the utensils required as well as the ingredients before assembling their sandwiches for the teddy bears picnic. By the end of the Key Stage, pupils design and clarify their initial ideas before proceeding to produce a pop-up-card. Pupils have good measuring, cutting and shaping skills. They share ideas well when they evaluate each other's designs and construction.

115. Year 4 pupils' use their design and technology skills effectively in other areas of the curriculum. In history pupils designed and constructed a lifting device to load and unload a Tudor ship. They also linked their work on Ancient Egypt with the designing and making of a pair of slippers. By Year 6, pupils' design and construction skills are well developed as evidenced in a range of activities from planning and making healthy winter soup to the construction of a Maze game. Planning and construction are good. Evaluation of the products is satisfactory, but with room for improvement. The involvement of engineers from Rolls Royce in Year 6 on a project which requires the designing and making of a maze is of great value to the pupils. The controlling of traffic lights within the maze through the use of simple switches adds interest as well as contributing to pupils' understanding of design and technology in their lives.
116. One of the lessons observed was very good and the other satisfactory. Overall teaching is satisfactory. Planning of the infant lesson was detailed with challenges for pupils of all abilities which met their needs. Resources were well organised, and very good support provided for the pupils which resulted in the pupils being on task throughout the lesson and producing work of a high standard. There was a very good exchange of ideas, especially when the pupils evaluated their work. Teaching in the Key Stage 2 lesson was satisfactory. Planning for the lesson was not sufficiently detailed and whilst all pupils made satisfactory progress there was insufficient challenge for the more able pupils who completed the task in quick time. Teachers' assessments of pupils' work and written records are too broad and do not take National Curriculum levels sufficiently into account
117. Pupils' responses in lessons are good. They listen attentively, answer questions eagerly and settle to their tasks enthusiastically. Pupils work well together in two's or larger groups. They interact sensibly and help each other. Both boys and girls work equally well in mixed or single-sex groups.
118. The co-ordinator has a clear vision for developing the subject. The school has in place a scheme of work for design and technology which helps to ensure National Curriculum programmes of study are fulfilled. There is a study unit for each class to follow and there are good links with other subjects such as history, science and geography. Leadership and management of the subject are good and the enthusiastic co-ordinator has good subject knowledge. Standards have been maintained since the previous inspection. To raise standards further there is now a need to evaluate teachers' planning in greater detail and to monitor the teaching of the subject.

GEOGRAPHY

119. Two geography lessons both in the juniors were seen during the inspection. Pupils' exercise books were scrutinised and discussions held with pupils and teachers. From this evidence, pupils are on target to achieve the expected standards by the ages of seven and 11. This is an improvement from the last inspection when attainment at the end of Key Stage 2 was unsatisfactory. The school now allocates an adequate amount of time to teaching the subject to meet the programmes of study.
120. By age seven, pupils have a growing understanding of the layout of their school and the area around it. They recognise and correctly name different forms of building and houses and record this information accurately on a map. They start to use appropriate geographical vocabulary and are aware of compass directions. In their study of the fictitious Island of Struay', they use reasoned argument and discussion to make informed personal choices in relation to what it would be like to live on the island and the advantages and disadvantages of living there.

121. By age 11, pupils are familiar with maps of Britain and the world. They make deductions about settlements and put forward suggestions as to why settlements have been established. They have secure map-reading skills. The majority of pupils use four-figure co-ordinates to help them locate and describe an area while the higher attaining Year 6 pupils are secure in using up to six figure grid references. Pupils have a sound knowledge of the features of a river and a local visit helps to consolidate the work carried out in the classroom.
122. In the two lessons observed, teaching was good. The lessons are very clearly planned and ensure that pupils understood each step. They make good progress in their learning as a result. The tasks are carefully adjusted to suit pupils' different levels of understanding. Pupils have good opportunities to learn and use geographical vocabulary and terms. In both lessons good attention is paid to practising the pupils' literacy skills.
123. However scrutiny of pupils' work in books indicates that insufficient attention is being given to planning for the needs of different pupils. Work in some books shows that pupils have copied the same work from a sheet or blackboard and a great deal of reliance is being placed on the use of worksheets. The practice of writing words and sentences in different colours makes for an attractive presentation but the amount of time spent on this type of activity should be balanced against other learning opportunities. Pupils use ICT to help them access information in relation to their work but further development is needed.
124. The co-ordinator is enthusiastic and aware that there is much to do. At present she does not have the opportunity to see teachers' short-term planning or monitor teaching within the classroom. It is, therefore, difficult for her to evaluate what is being taught within the subject. At the end of each topic an assessment is carried out by the class teachers of the work produced and this information is given to the co-ordinator. This work is not levelled against National Curriculum requirements and does not give a clear picture about the progress pupils are making or overall standards achieved. The co-ordinator is establishing an evidence file in order to help teaching staff to evaluate pupils' work to better effect. Resources are satisfactory and, in the lessons observed, were used appropriately.

HISTORY

125. Due to timetable constraints it was not possible to observe any history teaching during the inspection. Evidence of standards of achievement and provision for the subject are largely gained from a scrutiny of pupils' work, displays and discussion with teachers and pupils. On the limited evidence available, the attainment of pupils by the ages of seven and eleven matches expectations for their ages and the work covers the programmes of study. Standards have been maintained since the last inspection.
126. By the age of seven, most pupils are developing a good sense of chronology. They can make sensible observations using historical sources. This is well illustrated in Year 2 where pupils are able to explain how they know about the Great Fire Of London and give reasons from the evidence available, for example why the fire spread so easily. Pupils understand the changes that have taken place in houses, clothes and in leisure activities. Through their work linked to 'Armistice – Remembrance Day' Year 2 pupils develop a more realistic awareness of the cost and tragedy linked to wars around the world.
127. In the junior classes, pupils know something about the life and time of people from ancient civilisations, including the Egyptians, Romans and Greeks. They know something about life in Tudor and Victorians times. Some of the work in these areas is

of a high standard, as is seen in Year 5 in their study of Ancient Greece. The workshop involving the pupils in acting, pot and lamp making, dressing up in Greek costumes and other activities brings history alive to the pupils. Pupils are encouraged to identify features and characteristics of kings such as Henry 8th from written sources. In some of their work, artefacts are provided for the pupils to examine and describe which gives them a feeling for the past. To support the curriculum the school enables the pupils to visit a number of museums and places of historical interest and invites speakers and drama workshops into the school. However, there is an over-use of worksheets, which are often too restrictive in their aim and do little to enhance pupils' understanding of the aspect being studied. They also limit pupils' abilities to practise their literacy skills and think independently.

128. There is insufficient challenge for more able pupils in the subject and progress for the more able pupils could be better. Teachers' assessment of pupils' work is mainly limited to testing at the end of a topic. They do not use assessment well to plan future work. Very little individual investigative work is carried out. Pupils with special educational need are well supported and make satisfactory progress. The scheme of work introduced into the school provides a good base for teachers to plan. Currently, however, planning is aimed at the whole class and not enough account is taken of different needs. The co-ordinator is knowledgeable about the curriculum and is aware of the need to improve assessment.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Pupils achieve standards expected for their age by the end of Years 2 and 6. Some pupils exceed them. There is evidence that standards are improving, for example in control technology and through greater challenge in the work with younger pupils.
130. Almost immediately prior to the inspection, the school's new ICT suite was put into operation, providing considerably enhanced facilities. Members of staff were still getting used to the new facilities during the inspection. Overall, there is good provision for the subject, members of staff have good computer knowledge and are gaining in confidence in the use of the suite. They have had training and professional development opportunities, which have had a good impact on their approach to the subject. Pupils are achieving well and making good progress.
131. Only two lessons were seen. Other evidence was obtained from discussions with pupils and staff and a scrutiny of a portfolio of evidence and when pupils were working individually on computers in their own classrooms.
132. Older pupils have carried out light/sound heat sensing in science and used sensors at the local technology centre to record forces. Pupils have used spreadsheets to record data. Pupils are confident in using the Internet to research their work, for example, on Greek architecture and are able to copy, paste, and insert text and images from the Internet into their work. They have used ICT to research in geography and art and used art software packages. Pupils have not used ICT in music or physical education. Occasional use is made of e-mail. Older pupils have satisfactory keyboard knowledge and demonstrate good word-processing skills, although their typing skills are at an elementary level using one or two fingers. Pupils are clear about the Internet protocols the school has set up and why these have been put in place. They are also very clear about the dangers of opening up e-mails addressed to them from unknown sources.

133. Year 5 pupils made good progress in one lesson observed at the nearby technology centre and achieved well, sequencing a set of traffic lights and programming a 'buggy' to travel for a set amount of time when the lights turned green. Pupils who were quick at solving the task were given appropriate extension material to make them think. The resources used required pupils to think precisely in steps. Prior to the inspection, Year 6 pupils had visited the same centre and been taken further with their programming work. In another lesson observed, Year 3 pupils, working on their play scripts, improved their skills in using the 'tab' key and in changing the size of the font. In both lessons pupils with special educational needs were integrated well into the activities and were making appropriate progress.
134. Pupils' attitudes are good and often very good both in lessons and in discussion. On their trip to the technology centre, pupils were exceptionally well behaved and worked hard at their particular tasks. They clearly enjoyed the resources and opportunities. They showed much interest in their brief trip into the factory to see the computer applications being used for 'real' in an industrial setting.
135. Overall, the quality of teaching is good. Specialist teaching observed at the technology centre was very good which, coupled with the good resources, ensured that pupils had a memorable experience. Planning identifies ICT opportunities to support learning in other subjects and development of this aspect figures in the subject development plan. The ICT scheme of work, based on national guidance, covers the full range of IT capability. It has been suitably modified and adjusted to suit the school's needs. It provides good opportunities for pupils to revisit specific aspects of work so that pupils have repeated opportunities to develop their skills at a higher level.
136. The assessment record does not relate to National Curriculum levels and is not particularly helpful in planning for the needs of different pupils. National Curriculum levels in ICT are not used as part of a periodic pupil assessment and to check on standards.
137. The subject has been appropriately led by the subject coordinator who has clear ideas for the development of the subject. There has been a significant improvement in the quality of provision and the breadth of pupils' ICT experience since the last inspection. She has considerable subject expertise. Now that the suite has been installed, her role with regard to monitoring of standards through observation and scrutiny and helping staff raise standards further can be developed more effectively.

MUSIC

138. By the ages of seven and 11 pupils' attainment is above national expectations overall and pupils, including those with special educational needs, make good progress. The school has successfully maintained the standards reported at the previous inspection.
139. In the infant classes pupils enjoy singing a range of songs and know the words and tunes to many songs and hymns. By age seven, pupils are able to sing tunefully in unison and show a good sense of pitch. They can clap rhythmic patterns accurately. Most pupils can correctly identify a range of tuned and untuned instruments and know how to play them correctly. Year 2 pupils play the descant recorder.
140. In the junior classes pupils extend their repertoire of known songs and hymns and by age 11 are able to respond to the mood of different pieces and are alert to the modulation in tone and volume. They are able to sing complex rhythms and can sustain rounds and part songs most effectively with good awareness of what others

are doing. They enjoy singing and sing well with good diction in assemblies and in classroom lessons both with an instrument and unaccompanied. They listen to and evaluate pieces of recorded music and make thoughtful and perceptive comments about what they hear. They have a good knowledge of musical terminology.

141. Whilst pupils have opportunities to compose and present their work to other class members, the space available for music lessons limits the full development of this aspect of the subject.
142. Pupils enjoy all aspects of their music lessons and participate with a lively enthusiasm and good concentration. They listen attentively to recorded music played during lessons and assemblies. When working with instruments they use them appropriately.
143. The quality of teaching is good in both key stages. The well-planned and organised lessons have clear learning objectives and the specialist teacher provides stimulating and challenging tasks to extend pupils' knowledge and understanding. Lessons proceed at a good pace and this maintains the pupils' interest. There is a good policy and scheme of work and these, together with the well focused planning, support the good teaching and learning. Resources are satisfactory.
144. The extra-curricular musical activities of a choir, wind band and orchestra enhance provision and add to the knowledge and enjoyment of music for the pupils involved. In junior classes pupils also have the extra-curricular opportunity to continue to play the descant recorder and some learn treble and tenor recorders. Approximately 60 pupils learn to play a variety of instruments. Pupils have regular opportunities to hear music played by visiting musicians and to participate as performers in a range of musical events both in and outside of school.
145. Pupils learn a range of songs and use musical instruments from other cultures and this makes a sound contribution to their cultural development. The opportunity to sing and hear and reflect on pieces of recorded music contributes to their spiritual development.

PHYSICAL EDUCATION

146. In physical education, by the end of Year 2, pupils reach the standards expected for their age. By the end of Year 6 all pupils reach at least the expected standards and a significant number attain higher standards, particularly in games skills. Pupils reach the expected standards in swimming. Physical education plays an important part of the life of the school both within the curriculum and as an extra-curricular activity. Both boys and girls enjoy the subject and work very hard at developing their skills within lessons and in the other opportunities. The subject provides a very good opportunity for pupils to demonstrate success and this in turn develops their self-esteem and confidence. Physical education makes a very good contribution to the provision for social development, not only because it provides opportunities to work in various groups and teams but also because of the implicit values which the school stresses when pupils are working at the subject. The concept of achieving one's personal best is well established. This means that higher attaining pupils are challenged but, as importantly, recognise that not all pupils find aspects of physical education easy. As a result, less co-ordinated pupils or pupils who find the subject more difficult are integrated well into the lesson by their peers and make good progress as a result. The good standards identified in the last inspection have been maintained. The co-ordinator has plans to utilise ICT as part of the fitness programme where pupils can record their times and distances and log their progress.

147. Year 2 pupils were able to remember their dance work from the previous week and could run through their movement sequence. They could take parts of the sequence and develop it, exploring simple actions, such as mirroring a partner or moving together with control. They demonstrated clearly that they understood the impact of exercise on their body and the importance of warming up.
148. Games activities provided much of the work seen during the inspection with older pupils. Pupils work well in mixed-age groups, developing their games skills. For example, Years 3 and 4 pupils showed a developing fluency in their rugby tag evasion game and in their passing in their two-on-two version of netball where they had created their own rules. Pupils showed good co-ordination and control and individuals achieve standards which are above expectations for their age. There is good progress in lessons and over time. Year 5 pupils are able to draw on their experience of skills and techniques as they undertake an indoor circuit of athletic activities associated with a variety of jumping skills. Year 6 pupils demonstrate similar good co-ordination and skills undertaking a similar circuit of activities. They can also explain what causes the improvement in an individual performance of the triple jump. They talk in terms such as 'the flow of the movement' how each 'element in the jump is linked.'
149. In their dance work, Year 6 pupils achieve a satisfactory standard. They work effectively with a partner, reacting to their partner's movement in a 'question and answer' fashion and they are able to refine and develop their ideas. Pupils' evaluation of their dance work lacks the same kind of appreciation seen when talking about athletic performance. They develop a suitable dance 'vocabulary'.
150. Across the school pupils have very good attitudes to the subject. They listen well to their teachers and work hard during the sessions, behaving very well and trying very hard. Pupils enjoy the subject and work is often accompanied by smiles of pleasure and genuine enjoyment. They set up apparatus with practised skill and minimum fuss and work well together.
151. The quality of teaching is good in both key stages and often very good. Teachers' class control and management are very good and they establish a good pace to lessons so that pupils work hard. Teachers maintain this high level of energy through their own enthusiastic motivation. Lessons are well planned and sometimes executed with a deceptive ease. Relationships are very good and teachers have good subject knowledge although, with older pupils, are less comfortable teaching dance. The specialist physical education teacher, who acts as consultant to other teachers, has very good subject knowledge and this is used well to support others.
152. The school makes very good provision for physical education. The subject has high status in the school. It is seen as being an important area where pupils can achieve success. There is a rich range of extra-curricular opportunities. The subject is led well by a very experienced co-ordinator.

RELIGIOUS EDUCATION

153. Religious education was not inspected. It is subject to a separate church inspection.