

INSPECTION REPORT

TRINITY ST MARY'S CE AIDED PRIMARY SCHOOL

SOUTH WOODHAM FERRERS

LEA: Essex

Unique reference number: 115200

Headteacher: Mr. K. Bannister

Reporting inspector: Mr. P. R. Sudworth - 2700

Dates of inspection: Feb 12th-15th, 2001

Inspection number: 194168

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Primary |
| School category: | CE Aided |
| Age range of pupils: | 4-11 years |
| Gender of pupils: | Mixed |
| School address: | Trinity Square, South Woodham Ferrers Chelmsford Essex |
| Postcode: | CM3 5JX |
| Telephone number: | 01245 321711 |
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| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mrs. P. J. French |
| Date of previous inspection: | March, 1977 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|----------------------------|----------------------|---|--|
| Peter Sudworth 2700 | Registered inspector | English; Geography; History; Music; Equal opportunities. | How high are standards? How well are pupils taught? How good are the curricular and other opportunities offered to pupils? |
| Susan Burgess 12289 | Lay inspector | | Pupils' attitudes, values and personal development; How well does the school work in partnership with parents? How well does the school care for its pupils? |
| David Major 27709 | Team inspector | Mathematics; Science; Information and communication technology. | How well is the school led and managed? |
| Julia Coop 31862 | Team inspector | Special educational needs; Foundation Stage; Art | |
| Jane Wolsey Neech 30851 | Team inspector | Design and technology; Physical education | |

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The Registrar,
Inspection Quality Division,
The Office for Standards in Education,
Alexandra House,
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REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 7 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| HOW HIGH ARE STANDARDS? | 10 |
| The school's results and achievements | |
| Pupils' attitudes, values and personal development | |
| HOW WELL ARE PUPILS TAUGHT? | 15 |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 17 |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 18 |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS | 20 |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 21 |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 23 |
| PART C: SCHOOL DATA AND INDICATORS | 24 |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 28 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Trinity St Mary's CE Primary School is situated in the centre of the small town of South Woodham Ferrers in South East Essex. It serves the immediate and also a much wider area of mainly owner occupied properties. The one form entry school educates boys and girls aged 4-11 years. It is about the same size as other primary schools nationally and has 206 pupils on roll. Almost all pupils are of white European origin. The percentage of pupils entitled to free school meals is well below the national average. Twenty-seven pupils are on the special educational needs register, proportionally below the national average. The school shares a site and is adjoined to a Roman Catholic Primary School and shares some facilities. Attainment on entry is above average.

HOW GOOD THE SCHOOL IS

Trinity St Mary's is a good school and provides an effective education for its pupils. It has many strengths. Standards are above the national average in the basic skills throughout the school. The leadership and management of the headteacher and key staff are very good. The quality of teaching is good overall. Pupils' attitudes to their learning and their behaviour are very good. Their personal development is good. The value for money provided by the school is good.

What the school does well

- Standards in mathematics by the end of Key Stage 2 and standards in reading throughout the school;
- The broad curriculum, including the provision for personal, social and health education;
- The overall good quality of teaching;
- The very good leadership of the headteacher and key staff;
- The very good provision for moral development, pupils' attitudes, behaviour and their relationships with each other and with their teachers;
- The school's links with its parents and the parents' involvement in the life of the school.

What could be improved

- Challenging higher attaining pupils, particularly in mathematics and literacy, in the Foundation Stage and Year 1;
- Improving the range and quality of resources for learning in the Foundation Stage;
- The systems for assessing pupils' progress in the foundation subjects and in the Foundation Stage;
- Pupils' audibility in lessons to offset some of the difficulties of the internal design;
- Aspects of the accommodation to provide more external hard surface area.

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 March, 1997. Standards have improved in mathematics and are now above expectations in Year 1 and well above in Year 6. Reading standards have also improved and are above expectations in both key stages. The quality of teaching has improved and only one unsatisfactory lesson was observed during the inspection. Schemes of work are now in place. Procedures for assessment have improved but still require improvement in the foundation subjects and Foundation Stage. There are not as many extra-curricular activities. Some monitoring of standards and lessons now takes place. The school has made good progress since the last inspection in addressing the issues raised and has good capacity for further development.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | Similar schools | |
| | 1998 | 1999 | 2000 | 2000 | |
| English | C | A* | B | C | Very high A* well above average A above average B average C below average D well below average E |
| Mathematics | A | A* | A | C | |
| Science | B | B | C | D | |

In the past few years standards attained in national tests in both key stages have been consistently in line with or, as in most years, above the national average. Currently about one quarter of the pupils in each key stage are attaining standards in written work which are above expectations. Reading standards are good in both key stages. Standards in mathematics are above expectations in Key Stage 1 and well above them in Key Stage 2. Handwriting is neat throughout the school and is a particular strength. Pupils' attainment in science is above expectations. Standards in information and communication technology are at expected levels at the end of Key Stage 1 and above expectations by the end of Key Stage 2. In other subjects standards are in line with expectations by the end of Key Stages 1 and 2. Pupils achieve well in mathematics, reading and handwriting and make sound progress in other aspects of their work. Pupils with special educational needs make similar rates of progress to other pupils in the class. Targets are set appropriately for pupils' attainment levels and the targets have been met. Foundation Stage children attain the expected learning goals by the end of the Reception year and their personal, social and emotional development, reading, creative, mathematical and physical skills are good. Their attainment is above average on entry and overall their achievements are sound but higher attaining children could do better. Pupils' achievements are best in Key Stage 2.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils enjoy school and have very good attitudes to their work. They concentrate and persevere with their work. They take a pride in presentation. |
| Behaviour, in and out of classrooms | Pupils' behaviour is very good in and around the school. They are polite and courteous. |
| Personal development and relationships | Pupils' personal development is good. Pupils are mature and thoughtful and care for one another. They have very good relationships with one another and with their teachers. |
| Attendance | Good. Above the national average. |

TEACHING AND LEARNING

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

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

The overall quality of teaching is good and generally meets the needs of all pupils. The teaching of English and mathematics is mostly sound in Key Stage 1 and often good or very good in Key Stage 2. Ninety-eight per cent of lessons observed were at least satisfactory. Teaching is sound in the Foundation Stage and Key Stage 1 and good in Key Stage 2. Overall, 51 per cent of lessons were good or better and only one unsatisfactory lesson was observed. Just over one-tenth of lessons were very good. Teaching is strong in most junior classes and in Year 2. Some strengths in teaching extend throughout the school. Relationships between teachers and pupils are good and class organisation is effective. Consequently, pupils make good use of time, enjoy their work and concentrate well. Teachers research their lesson content well and they are well informed, enabling them to impart accurate information about the work. In the best work lessons build well on what has gone before. Questioning is often skilful so pupils' thinking is encouraged. All teachers use resources well in lessons to captivate the pupils' interests and pupils understand better as a result. The teaching of all subjects is at least satisfactory in both key stages. Higher attaining four to six year olds could sometimes be challenged better in mathematics and English work. Particular strengths are the teaching of information and communication technology and mathematics in Key Stage 2 and the teaching of physical education lessons observed throughout the school. In science, good use is made of practical approaches, which enthuse the pupils, and they enjoy the subject as a result. Pupils are taught to think about fair testing and to predict what they think will happen in their experiments. A significant feature of the lessons is the way in which teachers make links between subjects, which reinforces learning. Teaching assistants are effective in their work with special educational needs pupils.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The curriculum for the Foundation Stage is satisfactory and it is generally good in Key Stages 1 and 2. The curriculum meets statutory requirements. Provision for English, mathematics and information and communication technology is good. Arrangements for teaching art are in need of review. There are limited opportunities for extra-curricular activities; those provided are mainly in sport. Good provision is made for personal, social and health education. |
| Provision for pupils with special educational needs | Provision is satisfactory. Targets on individual education plans are sometimes not sufficiently precise. Pupils are well supported in class. They make the same rates of progress as other pupils. |
| Provision for pupils with English as an additional language | Not applicable. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | It is good overall. Provision for pupils' moral development is very good. Pupils are very aware of right and wrong and environmental issues. Provision it is good for their spiritual and social development. It is satisfactory for their cultural development. |
| How well the school cares for its pupils | Procedures for child protection are good and pupils are well cared for. Records are suitably maintained in mathematics and English throughout the school. There is little record keeping for foundation subjects and insufficient use of records in the Foundation Stage to plan the next steps in learning, particularly for more capable children. |

The school has very good links with its parents and they are very supportive of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher sets a very pleasant tone in the school and provides very good leadership. Subject co-ordinators generally manage their responsibilities to good effect. |
| How well the governors fulfil their responsibilities | The governing body fulfils its statutory responsibilities. It has a sound understanding of the school's strengths and areas for development. Members are very supportive of the school. |
| The school's evaluation of its performance | Monitoring of performance is good. The headteacher and governing body monitor the progress of the school development plan at regular intervals. Test results are analysed and these help the school to set targets for the pupils' progress. |
| The strategic use of resources | Grants are used for their intended purposes. The school made excellent use of its grant for information and communication technology. Spending is linked well to the school development plan. Teachers make good use of learning resources. Resource provision is unsatisfactory in the Foundation Stage. |

Accommodation overall is satisfactory but noise intrusion, due to building design, can make it difficult for pupils to hear on occasions in some parts of the school. There is limited external provision for the two schools to share at playtimes. Staffing and learning resources are satisfactory. The school applies the principles of best value when spending its finance.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • Standards of work and the progress pupils make; • The high expectations of behaviour; • The school works closely with the parents; • The school is well led and managed; • The school helps the pupils' levels of maturity and sense of responsibility; • Parents are well informed about their children's progress; • Their children like school. | <ul style="list-style-type: none"> • The range of activities outside lessons. |

The team agrees with the parents' positive views about the school. Opportunities for extra-curricular activities are in the main limited to sport and in this aspect are satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The children's attainment on entry to the school is above average. The majority of children are in line to attain the national expectations for the Foundation Stage in communication language and literacy and knowledge and understanding of the world by the end of the Reception year. The children are already attaining standards above those expected in their personal and social, mathematical, physical and creative development. Standards are similar to those reported at the previous inspection and, overall, above expectations for the end of the Reception Year. They make satisfactory progress in most areas of their learning in the Foundation Stage and their achievements are sound. They make good progress in their personal, social and emotional and physical development. Higher attaining children, however, could make better progress on occasions in their mathematical and language work.

2. Reception children play well together and are socially mature. They listen attentively to stories and enjoy looking at books, turning the pages and telling imaginary stories. They talk confidently about their activities. Most can read simple texts, and are developing a good sight vocabulary, recognising the sounds letters make. Some higher attaining children using this knowledge confidently to read unfamiliar words in a variety of simple books.

3. Their mathematical skills are good. Reception children confidently count up to 50, and can match numbers appropriately. Many recognise numbers to 20. All children recognise and describe the properties of common two- and three-dimensional shapes, accurately describing the difference, for example, between a square and a rectangle.

4. The Reception children's physical development is of an above average standard. They have good overall coordination and can use scissors well to cut out small items. Most can write using the correct pencil grip and, as a result, produce letters and numbers of a consistent size. Creative development is promoted well through art, music and rôle-play. Singing in tune simple songs, children clearly enjoy expressing themselves to music and can repeat rhythm patterns, using body percussion and simple instruments, devising their own rhythms confidently.

5. In the past few years, results in national tests at the end of both key stages have generally been above the national average, although very occasionally in line with the average. By the end of Key Stage 1, reading and writing standards have generally been good. In 2000, the school's performance in reading was in the top five per cent nationally and in mathematics it was well above average. It was average in writing and below average against similar schools. Key Stage 1 boys have trailed the girls significantly on average in reading but more nearly matched them in writing. There has been little difference in their respective performance in mathematics. Although all pupils gained the expected level in science, few pupils gained the higher level or in writing in 2000. The trend in the school's results for all core subjects has been below the national upward trend at the end of Key Stage 2.

6. Girls continue to maintain the differential in English in Key Stage 2 and have also outperformed the boys in mathematics against the national trend. Results in science have been broadly similar. In the most recent Key Stage 2 national tests, the percentage of pupils obtaining the expected level or above was well above the national average in English and mathematics and above in science. When compared to similar schools it was average in English and mathematics and below average in science.

7. Inspection evidence indicates that by the end of Key Stage 1, standards in writing are generally in line with expectations and about one-quarter of the pupils are attaining at a higher standard. Their achievements in writing are satisfactory overall. The pupils write for a variety of purposes, such as poetry and story and can write both imaginatively and factually. Higher-attaining pupils show good imagination and sequence story using well chosen adjectives to describe character. They write neatly with well formed letters taking care with its appearance.

8. Standards in spelling are good. Handwriting and reading skills are above expectations by the end of Key Stage 1. Pupils read regularly at home and in school and many have established good reading habits. When reading aloud, they do so with good levels of intonation and pay attention to the conventions of grammar. They have good knowledge about non-fiction books and know how to use an index and glossary. Many of the parents are very supportive of their children and hear them read regularly, which contributes to the good progress pupils make in reading. Pupils' speaking and listening skills are also good. They speak in extended sentences with a good choice of vocabulary and progress in these aspects is good.

9. By the end of Key Stage 2, pupils' writing skills are mostly in line with expectations but the standard of work of about one-quarter of the pupils is above expectations. Overall, their reading, speaking and listening skills are above expectations, continuing the good progress in these aspects. Pupils read frequently and several of them are also members of the local library and borrow books regularly. Most enjoy reading and concentrate during silent reading times. They have good reading tastes, remember books they have read and give reasons for their preferences. They have good strategies for selecting books, such as using the blurb and 'tasting' the pages for interest and manageability. Pupils read aloud fluently and accurately with good intonation. Several have mature tastes, such as reading children's classics. They can name authors and types of books they enjoy because they read regularly and widely. They can find information in non-fiction books. Even the least able readers could use the library's Dewey coding system and find specific information quickly. About one-quarter of the pupils have writing skills above expectations for their age. Handwriting is well formed and neat. They write in a variety of styles, sometimes empathising with children's living conditions in periods from history.

10. Standards in mathematics have improved since the last inspection report in both key stages. Current attainment in mathematics in Year 2 is above national expectations. Pupils work confidently with numbers to 100. They carry out a range of calculations with numbers and money, for example, adding simple bills together, then calculating the change from 30 pence and one pound. Most pupils have a good knowledge of doubles and halves to 20. They are able to estimate whether lengths are more or less than one metre, and check measurements carefully. Most pupils have a good understanding of the value of digits in larger numbers. Pupils can describe a range of two-dimensional shapes, and higher attainers can correctly list the properties of three-dimensional shapes by edges, faces and corners. Pupils' achievements are satisfactory across the key stage.

11. By Year 6, most pupils calculate confidently with numbers up to 100,000 and have very good mental calculation skills, including the use of decimals and metric units. Their knowledge and use of fractions and percentages are very good. They can correctly identify a wide range of two-dimensional shapes, and higher-attainers can calculate the area and circumference of circles. Pupils can draw and interpret different data displays confidently, and calculate the mean, median and mode of a set of numbers. Overall, attainment in the current Year 6 is well above national expectations, and pupils make good progress during Key Stage 2, particularly in Year 6.

12. Current attainment in science in Year 2 is above national expectations. Pupils' can predict simply the outcomes of experiments, and they are beginning to understand the importance of conducting fair tests. Pupils know why they eat different types of food, and can sort foods into categories. They discover the uses of a range of materials and why they are chosen for specific uses. Pupils investigate the manner in which some materials alter when they are heated or cooled, and know that some changes can be reversed and others cannot. Their work shows that they make satisfactory progress across the key stage. Pupils with special educational needs also make satisfactory progress.

13. Attainment in Year 6 is above national expectations. Pupils' scientific knowledge and their skills in carrying out experiments are good. Pupils use correct terminology when describing scientific processes and can demonstrate how tests must be fair. They understand that it is important to check measurements carefully by repeating them, and can select different variables in turn to consider their importance. Standards in science have improved since the last inspection in both key stages.

14. Pupils' attainment in information and communication technology is in line with expectations in Key Stage 1 and above expectations in Key Stage 2. Links are developing between information and communication technology and other subjects, for example in art and mathematics. In Key Stage 2, pupils are able to display data in a variety of forms, using surveys they have conducted in mathematics lessons. In one lesson they used knowledge gained about dental hygiene in science to make good progress when completing their own posters, employing different headlines, colours and fonts, and attaching clip art images. Year 6 pupils improve their control skills by creating increasingly complex mathematical shapes using a simple programming language effectively. They also learn to put together a multi-media presentation. In one lesson observed, pupils made very good use of a wide range of graphic forms when putting together presentations on their own favourite themes. They made good progress choosing imported slides and clip art, adding their own text, then creating audio links to enhance their presentations. They learned to link pages within their presentations correctly.

15. In both key stages pupils' attainments are in line with expectations in music, history, geography, art and design, design and technology and physical education and their achievements are satisfactory.

16. Pupils with special educational needs make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Work is more accurately matched to their previous knowledge and understanding in Key Stage 2, particularly in mathematics and English. Additionally, pupils from Year 3 benefit from additional literacy support, which is proving beneficial. For similar reasons higher-attaining pupils make sound progress in Key Stage 1 but they achieve well in most aspects of English, in mathematics, science and information and communication technology in most classes in Key Stage 2.

17. Pupils make good use of literacy across the curriculum, for example to describe their experiments in science and their understanding of work in history and geography but some instances of copied writing were occasionally observed. Pupils' own understanding of the work could not, therefore, be deduced.

Pupils' attitudes, values and personal development

18. As at the time of the last inspection, pupils' attitudes to learning are very good and make a positive impact on learning. Pupils are interested in their work and are quick to follow instructions. They enjoy reading and are generally eager to contribute to discussions. They sustain their concentration during lessons and take a pride in their finished work. Pupils work well in groups or pairs. For example, Reception children happily helped each other to practice counting and Year 4 enjoyed a rôle-play session, based on a taped story. In Year 5, pairs of pupils shared control of the mouse to search web sites for information. The attitudes of pupils with special educational needs are positive in lessons. They are eager to learn especially when given interesting and relevant tasks that are matched to their needs.

19. Pupils are polite and confident with adults and are happy to talk about their work. They are welcoming and courteous to visitors. Pupils readily applaud the efforts and achievements of others. Relationships are very good between pupils and staff and amongst pupils themselves. The positive nature of these relationships is a significant feature of the school.

20. Behaviour in class, assemblies and around the school is very good. Lunchtimes are relaxed, sociable and orderly. Parents at the pre-inspection meeting felt that pupils were kind and caring towards each other with an understanding of how their actions may affect others. This was borne out during the inspection, when pupils were seen to consider others when moving around the school, walking in a sensible way, routinely holding doors open for those following. The 'Golden Book' on display in the entrance hall records daily examples of ways in which pupils have been particularly thoughtful and caring of others, and encourages thought for others. Pupils mix amicably together at break-times and clearly enjoy the company of pupils from the neighbouring school, who share the limited playground space. There is no evidence of oppressive behaviour.

21. The most recent annual attendance figure is slightly above the national average and the unauthorised absence percentage is lower than the national average. As at the time of the last inspection, there have been no fixed-term or permanent exclusions. Pupils are punctual to school in the mornings and relatively few holidays are taken in term time.

22. Personal development is good, enhanced by the responsibilities that pupils undertake throughout the school. Even the youngest return registers to the office and help tidy their classroom. Older pupils act as class monitors, team captains and librarians. Personal and social development is further developed by a good range of educational visits and visitors and by residential trips in Years 5 and 6.

23. There is good support for chosen charities such as the Indian Earthquake Appeal, Barnado's and the Essex Air Ambulance. Pupils enjoy the extra-curricular sporting activities offered by the school offers.

HOW WELL ARE PUPILS TAUGHT?

24. The overall quality of teaching is good and it has improved since the previous inspection. It is sound in the Foundation Stage and in Key Stage 1 and good in Key Stage 2. Overall, 51 per cent of lessons were good or better and only one unsatisfactory lesson was observed. Just over one-tenth of lessons were very good. Teaching is strongest in most junior classes and in Year 2.

25. Some strengths in teaching extend throughout the school. Relationships between teachers and pupils are good and classes are well managed. As a result, pupils' behaviour is good and they are polite in responding to question and listen to the contribution of others. Pupils try hard to please their teachers. Teachers research their lesson content well and are well informed, enabling them to impart accurate information about the work. Good knowledge was apparent in the discussion of the lives of children in Victorian times and in discussion about the remoteness of life on Skye. They use subject-specific language to good effect which pupils then acquire and begin to give back in their own use of language. They are clear about what they intend to teach and often share this with the pupils so that they are clearly focused on the content. Lessons build well on what has gone before and references are made to previous learning. Questioning is often skilful and used well to find out what pupils understand, to elicit their thoughts and to develop their speaking and listening skills, for example when discussing whether different types of glues would become solids or not when exposed to air. All teachers use resources well in lessons to captivate the pupils' interests. Old toys were used in a Year 1 history lesson when comparing old and new and some were made to work by winding them up. Very good use was made of shapes in mathematics lessons in several classes to help pupils understand their properties. In science good use is made of practical objects, as in a Year 4 lesson on electric circuits, when pupils used their previously acquired knowledge to invent something using switches, wires and buzzers. Some made a front door bell with the equipment. In literacy lessons good choices of text are used to stimulate pupils' thinking and relate to their interests. Lessons are well prepared so time is not wasted. Some teachers prepare acetate sheets to project on to whiteboards and, in other classes, outlines are already prepared to demonstrate particular techniques. This good level of preparation ensures good use is made of teaching time. This, combined with the clear explanation of tasks ensures pupils begin the activity part of lessons quickly and make maximum use of the time available.

26. The teaching of literacy and numeracy is good overall, as it is for English and mathematics. It is sound in Key Stage 1 but particularly effective in Key Stage 2 in which pupils' progress is good in both respects. Four to six year old higher attaining pupils could be challenged to a greater degree, however, in English and mathematical activities. In literacy, this is due to the challenging activities and interesting activities and careful selection of texts. As a result, pupils' interest in books has been stimulated and this accounts for the good progress which pupils make in reading. In mathematics, the sharing of strategies to work things out mentally is effective and pupils use the ideas in practice. The opportunity for pupils to explain their strategies helps pupils, not only to think of different ways, but to compare the different methods. Year 1 pupils could work out $6+5$ by doubling 6 and subtracting 1 as well as doubling 5 and adding 1.

27. The teaching of all subjects is at least satisfactory in both key stages. Particular strengths are the teaching of information and communication technology and mathematics in Key Stage 2 and the teaching of physical education lessons observed throughout the school. In science, good use is made of practical approaches, which enthuse the pupils and they enjoy the subject as a result. The pupils are taught to think about fair testing and to predict what they think will happen in their experiments.

28. Teachers praise pupils' work when it is deserved and pupils feel valued as a result. They are very good at developing pupils' self-esteem and building up their confidence. Pupils contribute well in discussion, as a result, and their answers are valued even when incorrect. Teachers deal sensitively with mistakes and when corrections are made. Pupils are praised for trying.

29. Teachers' planning of work is good and based on detailed medium-term plans. Most teachers take good account of the different capabilities of the pupils, particularly in mathematics in Key Stage 2. In Year 1 and the Foundation Stage, higher attaining pupils were sometimes not challenged adequately, particularly in mathematics and literacy. The pace of work is generally good in Key Stage 2 and Year 2, but nevertheless, better use of time targets could speed up pupils' work at times in all classes.

30. Teachers maintain good records of pupils' personal development and good on-going records of their progress in mathematics and English and satisfactory records in science. Particularly impressive records were being maintained on computer of Year 6 pupils' progress by their class teacher and assessment co-ordinator. Satisfactory use is made of records to plan future work in both key stages.

31. The recent introduction of a specialist music teacher to teach singing with Key Stage 2 is effective and helping to increase pupils' interest in music. Lessons observed were of good quality and the pupils participated enthusiastically. The headteacher's personal interest in sport helps him to develop the pupils' own levels of interest and he teaches some of the outdoor games lessons to good effect.

32. A significant feature of the lessons is the way in which teachers make links between subjects. Good use was made of excerpts from classic books in literacy lessons in Year 6 to teach the pupils about complex sentences. The choice of the 'Water Babies' made very good connections with their work on the Victorians. In Year 2, good choice of literature had prepared the pupils for their study of life on the Isle of Skye. A carefully planned Year 2 science lesson linked work on insulation with the story of the 'Snowman's Hands'. The pupils were asked to suggest how the one hand of the snowman in the case could be kept cold. This link to a real character highly motivated the pupils and they gave many suggestions, for example to put blocks of ice in the bag. The pupils remained intensely interested as they examined other materials such as bubble wrap and examined their potential for keeping things cold. In information and communication technology, Year 3 pupils were combining text and graphics, selecting images from a graphics program to put with their individually designed and formatted slogans for dental care, thus making clear links with their work on dental health.

33. The final part of lessons is often used to good effect, not only to check on pupils' understanding but also to take them further with their learning. In a Year 3 literacy lesson, pupils read out some of the endings they had written for their stories and pupils evaluated the quality of one another's writing. In a Year 3 mathematics lesson about Carroll diagrams, the teacher increased the level of challenge by testing whether they could apply the principles of a two way diagram to a three way diagram.

34. The small numbers of pupils with special educational needs are taught within class alongside their peers. The class teachers and the teaching assistants give them extra help, which enables them to complete their tasks successfully. The assistants are generally effective in their work, especially in literacy and numeracy lessons. On occasions they do not challenge pupils by effective questioning, and instruct pupils on their task. Pupils with

special educational needs make sound progress in Key Stage 1 and good progress in Key Stage 2. On some occasions, teachers do not give sufficient thought to the specific planning of tasks, leading to work that is not well matched to pupils' needs. In a Year 1 literacy lesson, for example, pupils became confused with the task, because the reading level of the worksheet was too high. The teaching assistants are supportive of pupils in information and communication technology and they are keenly developing their own skills to good effect in this aspect. Some teaching assistants were observed getting to know particular programs in their own time in order to be able to assist the pupils to better effect.

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

35. The school has appropriate policies and schemes of work for all subjects, including religious education, and this represents an improvement on the previous inspection report. The school has a good curriculum policy. The timetables and curriculum structure generally ensure that an appropriate amount of time is given to the different subjects and maintain a balance of practical and more academic work. There is a very well thought out and structured programme for personal, social and health education, including sex education and drugs awareness. The curriculum provides equal access for all pupils and sound arrangements and good levels of support are provided for those who have special educational needs.

36. Extra-curricular provision is limited mainly to sporting activities and both girls and boys may participate in these. Members of the office staff have led cycle proficiency training and parents assist with athletic events and netball.

37. Homework arrangements are good. Pupils read regularly at home and the amounts of homework increase appropriately and sufficiently with age. By Year 6, pupils undertake both mathematics and English homework and also undertake research in connection with other work they are studying. Parents are largely satisfied with the homework arrangements, very supportive of what their children do at home and take an interest in their activities.

38. The school has very good links with the adjoining Primary School and satisfactory links with the secondary schools to which pupils transfer. It makes very good use of visits to enrich the pupils' education and these also include residential visits in Years 5 and 6, which promote the pupils' physical development and historical and geographical knowledge. Visitors are used well to broaden the pupils' understanding and range of experience, for example to talk about life in war-time. Good use is made of theatre and music groups.

39. The provision for pupils with special educational needs is satisfactory overall. The work of the teaching assistants ensures they have full access to the curriculum and participate fully in all activities. Targets set on pupils' individual education plan, however, vary in quality and many are too general in their aims. In consequence, pupils do not always fully understand what they need to do to improve. When targets are quite specific, they help focus teaching strategies and pupils make more rapid progress. Pupils are fully included in the literacy and numeracy hours, although work set is often the same as their peers with additional support given from teaching assistants.

40. Provision for pupils' spiritual, moral, social and cultural development is good overall. It is very good for their moral development and good for their spiritual and social development. It is satisfactory for their cultural development.

41. Pupils know what is right and wrong and they can express their views about events with clarity. They develop their own class rules and understand the need to follow the school rules and the reasons for these. Pupils do not have many responsibilities in school and they are capable of more. They relate well to one another and boys and girls show mutual respect and work well together in pairs and groups. They have good opportunities to develop their maturity through attendance at residential visits. They raise money for deserving causes regularly. Pupils plant bulbs and appreciate the needs of growing plants. They look after their own vegetables and study artists. Assemblies contribute to pupils'

spiritual development and pupils make up their own prayers. Music and singing do not feature very prominently in these as an integral part of worship. Pupils visit museums and theatre groups visit the school. They learn about their own culture through history and art but do not learn to appreciate other cultures sufficiently well, for example the study non-western art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. There is a welcoming, friendly atmosphere in the school. The headteacher and all staff provide a safe and caring environment. Parents comment positively upon this aspect of the school's work. Pupils are supervised well throughout the day. When practical help is needed, for instance if pupils are unwell or require first-aid, it is given calmly and quickly. Parents are always informed if there is any cause for concern. Child protection arrangements are well organised and staff are appropriately trained. Risk assessments are undertaken regularly and there is a good awareness of health and safety procedures.

43. All staff are consistent in their expectations of good behaviour and work very successfully as a team to promote high standards. There is an effective and well-understood rewards system, which includes merits, points, Golden Book entries and awards for the best home-school diaries. Personal development is monitored effectively and recorded in the pupil profiles, which are updated each term. The headteacher supervises the playground at lunch and playtimes and is accessible to parents at the start and end of school. This enables him to deal with any matters of concern promptly. The school is committed to the elimination of any bullying or oppressive behaviour.

44. The arrangements for supporting and guiding pupils with special educational needs are good. A particularly positive aspect is the support given to pupils experiencing behavioural difficulties, who benefit from effective guidance.

45. In addition, the additional literacy strategy, effectively supports pupils in Key Stage 2 who are slightly below the expected standard for their age, and is effectively taught by the teaching assistants. This makes a valuable contribution to pupil learning that is having a positive impact on pupils' self-esteem and academic progress.

46. The monitoring of attendance and punctuality, in which the school takes the initiative, is good. New holiday forms have been introduced and the number of days taken in term time is carefully recorded. The school's attendance policy is clearly stated in the parents' handbook.

47. The school provides high quality support and guidance and effectively promotes the welfare, health and safety of its pupils in a caring and stable environment. There are good procedures for assessing and recording pupils' personal and social development. Detailed profiles for each child are updated termly providing a clear overview of progress made. Procedures for assessing and recording pupils' academic progress are satisfactory overall. They are good in mathematics and English and satisfactory in science. Information obtained from tests and samples of pupils' work is used well to monitor progress and set targets for individual pupils. The school makes effective use of assessment procedures to identify and support pupils with special educational needs. Assessment in other subjects is still developing. There have been some improvements in the use of assessment to inform planning since the last inspection but this is an area that is still under developed, particularly in its use to extend more able pupils at Key Stage 1 and in the Foundation Stage. Teachers meet together each half-term to moderate samples of work supported by the assessment coordinator and this assists the staff in moderation of standards.

48. The procedures for identifying special educational needs pupils' learning difficulties are good. The co-ordinator for special educational needs ensures that teachers are fully aware of the criteria for early identification. She uses a wide range of assessments to diagnose pupils' precise strengths and weaknesses. These are then used to inform pupils' individual education plans and support teachers' planning, although some plans do not have clear enough targets. Pupils' progress is carefully monitored and additional advice sought from outside agencies where needed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The quality and quantity of information for parents are very good. Weekly school newsletters and much information are exchanged informally at the beginning and end of the school day. Home-school books are also an effective means of communication. Letters home at the start of each term give advance information about what is to be taught, which parents find useful. Annual reports set targets for future improvement and clearly describe pupils' attainment and progress. Some parents at the pre-inspection meeting felt that the reports lacked a personal touch but there has recently been an improvement in the computer-generated format. Both the illustrated prospectus and the parents' handbook give a helpful description of every aspect of the school's work. The Governors' Annual Report to parents is attractively presented with contributions from several parent helpers as well as staff and governors. The school regularly conducts a survey of parents by using a questionnaire. The results are carefully analysed and the findings incorporated into the school development plan.

50. Parents are very supportive of the work of the school, with an average of ten volunteers weekly regularly helping in class, in the library or on outings. The school has produced guidelines for these helpers. Most parents help their children's learning at home by hearing reading, testing their spellings and tables or supporting research for topic work. Parents feel that the homework diaries, which incorporate the home-school agreement, are a good means of communication.

51. Parents of children who have special educational needs are fully involved in the termly reviews of their children's progress and are aware of targets set.

52. Parents respond very positively to invitations to meet their child's teacher and there is often full attendance. There is very good support for events such as sports day, special assemblies, open days and school productions. Parents at the pre-inspection meeting said that they feel welcome in school and that staff always listen to their comments and take action.

53. The very active Friends of Trinity St. Mary's organises a wide range of social and fund-raising events, including a golf day and a Friday evening fête. Last year the Friends Association raised over £9000, most of which was used to very good effect in the creation of the new computer suite. The links with parents continue the very good partnership reported previously and are a significant strength in the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The school is well led and managed and, since the last inspection, it has developed an effective, whole-school approach to improvement which is having a positive effect on raising standards. The headteacher provides very good leadership. He has been successful in building a cohesive team ethos, and involving all parties in whole school development planning. He has a clear vision for the school, shared with all staff and governors, which is well expressed in the school's mission statement and home-school agreement. These are being successfully translated into practice. The headteacher monitors the work of the school systematically, has a clear picture of strengths and areas to improve further, and works closely with colleagues in the development of all priorities detailed for action. The headteacher is keen to see all pupils achieve high standards, and also values the broad curriculum and wide range of learning opportunities provided by the school, and the development of all children as individuals.

55. The school's commitment to and capacity for further improvement are good. The headteacher and staff are aware of the areas in which further work is needed, and they have begun to tackle most of them. Since the last inspection, the headteacher has introduced good systems for monitoring the quality of teaching and learning and the standard of pupils' work. He monitors teaching throughout the school, and provides time for subject co-ordinators to develop an understanding of their subject's strengths and weaknesses. They have had opportunities to look at pupils' work and teachers' planning, and some have observed lessons. Members of the senior management team also monitor pupils' work within their own phase of the school, in addition to teaching and learning in classrooms, and share their findings with subject co-ordinators. From these monitoring activities, subject co-ordinators have put together action plans, which they review with the headteacher. The professional development of teachers is well supported by annual appraisal interviews. The school has introduced its own system, based on nationally agreed guidelines, in which teachers are set clear targets closely linked to improving pupils' performance. The school also has good procedures in place for the induction of new teachers, and works closely with a local teacher-training establishment to provide effective support for students on initial teacher training courses.

56. The overall management of the school's special educational needs provision is good. The special educational needs coordinator's administration of the provision is effective and she has worked hard to ensure that useful advice and support are received from outside agencies. She has appropriately identified weaknesses in some pupils' individual educational targets and is in the process of further developing staff expertise. Considerable additional funds are provided from within the school's budget to support the provision. This is managed effectively to provide all classes with support from additional staff for at least part of the day and ensures that all pupils are fully included in the life of the school. However, the school's written policy requires updating, in line with current practice.

57. The governing body is strongly supportive of the school, and is eager to help it improve further. They are well informed, and receive detailed reports on all aspects of the school. They visit the school regularly and have developed a good working partnership with the headteacher and staff. They work effectively in committees, and have individual links with subjects. Some governors visit classrooms to observe lessons, and gain first-hand perspectives on teaching and learning. Following these visits, governors report back to the headteacher and to the full governing body, enabling them to play an active part in monitoring standards, and develop their role as critical friends. The finance committee is directly involved in determining priorities for development, and a recently appointed governor has conducted a full review of the school's financial systems.

58. The school development plan is a comprehensive document, which provides a very good basis for managing school improvement. A structured form of self-review involving a consultation exercise with parents and governors, helps to identify priority targets for the development plan. It contains clear priorities and appropriate targets aimed at raising standards, which are linked closely to expenditure. A rolling programme of policy review and implementation has complemented the updating of schemes of work in all subjects. The headteacher has a clear picture of educational issues, and provides good support for all subject co-ordinators.

59. The school's aims and mission statement, which reference both social, religious and academic gains are appropriate and are fulfilled in practice.

60. The committed and hard-working teaching staff have experience and expertise that is well matched to the demands of the curriculum. They work closely as a team, complemented by a strong team of support staff, who are valued members of the school community. The school makes good use of its grants for staff development and training. For example, it has joined together with two local primary schools to engage in information and communication technology training, and involves teaching assistants in all sessions.

61. Educational priorities are well supported through the school's financial planning. The school made excellent use of a government grant for its new information and communication technology suite, in addition to additional fund-raising from within the school community. Financial management systems are good. The use of new technology in the management of the school is developing rapidly and now includes the analysis of information about pupils' performance to inform the setting of academic targets.

62. The school has sound accommodation for the needs of the curriculum and its attractive, modern buildings are maintained and cleaned to a good standard. The imaginatively designed new information and communication technology suite provides an excellent specialist study facility and it is very well used. However, many classrooms are limited in size and do not provide adequate spaces for art areas, reading corners or computer stations. Some classrooms are very close together and teachers' voices transmit to the adjacent rooms. There is insufficient playground space for the two primary schools who share the site. This means that children have insufficient opportunities to run around or engage in ball games during lunch times and play times. The outdoor play area for children in the Foundation Stage is also too restricted, and severely limits the use of large apparatus and wheeled toys. The quality and range of learning resources are satisfactory overall, with good resources for information and communication technology, but insufficient resources and equipment for children in the Foundation Stage.

63. At the last inspection, the school's monitoring arrangements lacked sufficient focus to effect improvements in teaching or progress, and whole school decision-making processes tended to slow the rate of school improvement. Since then, a senior management team has been introduced and staff with management responsibilities work effectively to lead improvements across the school. Good systems now ensure effective monitoring takes place and the school has made good progress in addressing the key issues raised during the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to build on the good progress, which the school has made, the headteacher, staff and governors should:

- **ensure that higher attaining pupils in the Foundation Stage and in Year 1 are challenged appropriately, particularly in literacy and mathematics by:**
 - a) matching work more appropriately to their prior attainment, particularly in mathematics and English activities;
 - b) developing record keeping systems in the Foundation Stage, which track the children's on-going progress, so that records can be used to plan individual pupils' next steps in learning;
(Paras. 26, 35, 66, 67, 71, 72, 73)

- **improve the range and quality of resources for learning in the Foundation Stage .**

(Paras. 35, 66, 67, 71, 72, 73)

- **institute manageable record keeping systems of pupils' progress in the foundation subjects and Foundation Stage.**
(Para. 47, 66)

- **ensure pupils speak up in lessons to offset the difficult accommodation in parts of the school and consider partitioning methods to reduce the infiltration of noise into neighbouring classes.**
(Paras. 63, 84)

- **consider with the neighbouring primary school how the external provision might be improved so pupils can exercise more freely at break-times.**
(Para. 63)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 56 |
| Number of discussions with staff, governors, other adults and pupils | 27 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 11 | 40 | 47 | 2 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | | 206 |
| Number of full-time pupils eligible for free school meals | | 3 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | | 0 |
| Number of pupils on the school's special educational needs register | | 27 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 1 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 5 |
| Pupils who left the school other than at the usual time of leaving | 1 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.4 |
| National comparative data | 5.2 |

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

| | | | | |
|--|---------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 00 [99] | 7 | 23 | 30 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|---------|-------------|
| Number of pupils at NC level 2 and above | Boys | 7 | 6 | 7 |
| | Girls | 23 | 22 | 23 |
| | Total | 30 | 28 | 30 |
| Percentage of pupils at NC level 2 or above | School | 100 [97] | 93 [97] | 100 [97] |
| | National | 84 [82] | 85 [83] | 90 [87] |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Number of pupils at NC level 2 and above | Boys | 7 | 7 | 7 |
| | Girls | 23 | 23 | 23 |
| | Total | 30 | 30 | 30 |
| Percentage of pupils at NC level 2 or above | School | 100 [97] | 100 [97] | 100 [87] |
| | National | 84 [82] | 88 [86] | 88 [87] |

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

Attainment at the end of Key Stage 2

| | | | | |
|--|---------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 00 [99] | 14 | 13 | 27 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC level 4 and above | Boys | 12 | 12 | 13 |
| | Girls | 12 | 13 | 12 |
| | Total | 24 | 25 | 25 |
| Percentage of pupils at NC level 4 or above | School | 89 [92] | 93 [92] | 93 [96] |
| | National | 75 [70] | 72 [69] | 85 [78] |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC level 4 and above | Boys | 11 | 12 | 13 |
| | Girls | 12 | 11 | 11 |
| | Total | 23 | 23 | 24 |
| Percentage of pupils at NC level 4 or above | School | 85 [92] | 85 [88] | 89 [92] |
| | National | 70 [68] | 72 [69] | 80 [75] |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0.6 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0.6 |
| White | 98.8 |
| Any other minority ethnic group | 0 |

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) | 8.2 |
| Number of pupils per qualified teacher | 25.1 |
| Average class size | 29.4 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 109 |

Financial information

| | |
|----------------|-------|
| Financial year | 99/00 |
|----------------|-------|

| | £ |
|--|---------|
| Total income | 39,2919 |
| Total expenditure | 36,8364 |
| Expenditure per pupil | 1,833 |
| Balance brought forward from previous year | 47,461 |
| Balance carried forward to next year | 72,016 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 206 |
| Number of questionnaires returned | 148 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 55 | 40 | 4 | 0 | 1 |
| My child is making good progress in school. | 57 | 41 | 2 | 0 | 0 |
| Behaviour in the school is good. | 46 | 52 | 1 | 0 | 1 |
| My child gets the right amount of work to do at home. | 39 | 53 | 7 | 0 | 0 |
| The teaching is good. | 64 | 34 | 1 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 36 | 55 | 7 | 0 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 57 | 36 | 3 | 1 | 1 |
| The school expects my child to work hard and achieve his or her best. | 67 | 30 | 3 | 0 | 0 |
| The school works closely with parents. | 42 | 53 | 4 | 1 | 0 |
| The school is well led and managed. | 47 | 47 | 2 | 1 | 2 |
| The school is helping my child become mature and responsible. | 48 | 48 | 1 | 0 | 1 |
| The school provides an interesting range of activities outside lessons. | 16 | 48 | 24 | 3 | 9 |

* Due to rounding figures may not add to 100.

Other issues raised by parents

The school does really well and it has a good reputation. Outside you can spot the attitude of Trinity St Mary's boys in the local football teams because of their good conduct. There is a good expectation about uniform and tidiness. The children are fond of the headteacher and respect him as a friend; he is always in the playground and visits the pre-school group. The individual care for children is appreciated. The Reception teacher goes into the playground at the end of the school day. The school shows care for children, for example when confined to hospital. The office staff are an attribute to the school. Accidents are followed up and parents informed. Recently the headteacher took a child and its parents to the hospital, despite the fact that he had an engagement to attend with his wife.

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

65. The overall sound provision for children in the Foundation Stage has been maintained since the last inspection. The staggered admission arrangements have been altered and younger children, although remaining part-time for a term, now attend full-time from the start of the spring term, enabling them to benefit from two full terms in the Reception class. The positive relationships between staff and children, together with appropriately organised learning opportunities, ensure that children make satisfactory progress and consolidate their overall good standards on entry to the class.

66. Assessments undertaken in the class do not give the staff a clear indication of attainment in all areas of the foundation curriculum. Records do not indicate the next steps in learning, especially in literacy and numeracy, in relation to the early stages of the National Curriculum, upon which some children are already embarked. As a result, teaching, although satisfactory overall, does not always sufficiently challenge higher-attaining children. The teacher is aware of this and is currently seeking advice on ways to develop further and improve her assessment procedures.

67. The accommodation, both indoors and outdoors, is restricted, which makes it difficult to implement fully the foundation curriculum, although staff make the best use of the limited space. Practical resources are satisfactory but quite old and do not always stimulate or challenge higher-attaining children sufficiently. There are limited resources to support and stimulate children in whole class aspects of literacy and numeracy. As a consequence, the children can become restless in these sessions. Children sometimes become bored with the lack of variety of equipment to support group activities.

68. The majority of children have previously attended pre-school provision. Detailed records show that children are already achieving good standards in most areas of learning on starting in the Reception class. This is confirmed by the assessments made on entry.

Personal and social and emotional education.

69. Children start in the Reception class with well-developed personal and social skills and are already attaining standards well above those expected. By the time they start Key Stage 1, the majority have already greatly exceeded expectations. The teaching of this aspect is good. Children achieve well and progress is good. Children play together well, take responsibility for putting their nametags onto the correct board to indicate their lunch-time choice, help tidy up and take pride in their efforts. Most can take off their shoes and socks without help and refasten their shoes after activities. Younger children, who have recently started full time, are developing mature attitudes. Children play well with older pupils on the playground and are well behaved in assemblies, concentrating and enjoying them. They move around the school quietly, respecting the need not to disrupt older pupils' lessons. On a visit to the neighbouring school's Reception class, children sat quietly, enjoying and greatly benefiting from the social occasion. These high standards are achieved because of the supportive relationships between children and staff who encourage them to share and take responsibility.

Communication, language and literacy.

70. At the time of the inspection, most children were in line to achieve the national expectations in communication, language and literacy by the end of the Reception year and some to exceed them, particularly in reading. Children listen attentively to stories and enjoy looking at books, turning the pages and telling imaginary stories. They talk confidently about their activities. Teachers and teaching assistants use every opportunity to encourage children to talk, by joining in, using sensitive questions to develop children's language skills. Children in this way consolidate their already good speaking and listening skills and have achieved the early learning goals.

71. Most children can read simple texts and are developing a good recognition of words recognising the sounds letters make. Some higher-attaining children use this knowledge confidently to read unfamiliar words in a variety of simple books. Children enjoy practising their writing. Most recognise and can write their names and make good attempts at forming letters clearly and legibly. Children enjoy sequencing the familiar story of the three bears. Several children write sentences unaided, using their knowledge of letters to help them spell more difficult words. The work produced was of a good standard. One girl without help wrote 'Goldilocks went to the three bears cotaj'. Clearly stimulated by such writing activities, children concentrate for longer periods of time and take pride in their efforts. However, opportunities to extend and develop children's reading and writing skills further are not always sufficiently developed in line with their capabilities. Children make satisfactory progress. Achievements are sound overall. The teaching of this aspect is sound.

Mathematical development

72. At the time of the inspection, the majority of children had already achieved the early learning goals in their mathematical development. Children's mathematical skills are good and they are making sound progress. The teaching of this aspect is satisfactory. In teacher-led class activities, children confidently count up to 50 and match numbers appropriately. The teacher used questions effectively and children described the strategies they used to find higher numbers. For example, one boy stated clearly that '41 is one more than 40'. Children sat patiently when the pace slowed due to an insufficient variety in teaching strategies because of the lack of resources available to support the teacher. All children can count and record the numbers in sets up to 10 without difficulty, the only difference between higher and lower attaining children being the standards of presentation. The teacher makes every effort to make learning interesting in both practical and formal activities. However, the lack of a variety of resources to enhance mathematical development results in the over use of unchallenging worksheets which do not extend the children's learning and are preventing better progress.

73. All children recognise the properties of common two- and three-dimensional shapes, accurately. They can describe the difference, for example, between a square and a rectangle. The practical activity that followed a lesson introduction on shape, although appropriate, was not sufficiently challenging. The limited resources available in the form of old blocks used to make shape pictures, did not stimulate children sufficiently. As a result they soon became bored and restless.

Knowledge and understanding of the world.

74. The children are in line to achieve nationally expected standards in knowledge and understanding of the world by the end of the Foundation Stage and their achievements are sound. The teaching of this aspect is satisfactory. Activities encourage children to use their senses and they make satisfactory progress. Through looking at pictures of babies and adults, children can produce simple time lines linked to their own lives, recognising change over time. Through effective links with the neighbouring school's Reception class, children are developing a growing awareness of the beliefs of other people. The local environment is used well to support early geographical skills, with children able to locate their homes on a simple map and recognise the differences between the homes that they live in. They can identify the different materials used to build them. Children confidently use the computer, using the mouse and keyboard to control actions on the screen. Staff encourage children to become increasingly aware of the world around them and ensure that learning is supported with a variety of interesting, structured activities based around a termly theme. The limited size of the outdoor play area without a small garden area for children to explore or keep pets limits children's understanding of the natural world, although troughs of plants are provided as some compensation.

Physical development.

75. The teaching of this aspect is good. Although space inside and outside the Reception class is very limited, staff try hard to maximise its potential and use other school facilities to compensate. The school hall is used well to support children's physical development, which is of an above average standard and the children are already meeting national expectations for the end of the Foundation Stage. In the hall, children move with good co-ordination and skill using all the space confidently, successfully avoiding bumping into each other. They use their imagination well to move to music and improved their movements as 'Big Blue Balloons'. They responded to good evaluation and positive comments from the teacher and effective support from the teaching assistants. Children have good overall co-ordination and can use scissors well to cut out small items such as stripes when making 'bees'. Most can write using the correct pencil grip and, as a result, produce letters and numbers of a consistent size. Their achievements are good in this aspect and they make good progress.

Creative development.

76. Children's creative development is promoted well through art, music and rôle-play activities. Encouragement by all staff increases children's confidence to explore a variety of creative media. Children explore modelling with dough, printing and craftwork. They enjoy these activities and are often engrossed, such as when they made bees unaided. They sing simple songs in tune and clearly enjoy expressing themselves to music. They can repeat rhythm patterns using body percussion and simple instruments, devising their own rhythms confidently with sensitive encouragement from the teacher. Children are already clearly exceeding national expectations. The quality of teaching in this aspect is satisfactory. The teacher works hard to provide a range of interesting activities, but the small size of the room and limited resources, limits the access of children to this curriculum area. The rôle play area, for example, is squashed into a corner, while access to sand, water and paints, is severely limited due to the necessary number of tables required. Their achievements are sound. Progress is satisfactory.

ENGLISH

77. In the past few years, the pupils' performance in national tests has usually been above the national average in English at the end of both key stages and current standards are broadly similar to those reported in the previous inspection. In the most recent national tests for seven-year-olds in 2000, the pupils' attainment in reading was in the highest five per cent nationally for the school's seven-year-olds and well above the average for schools with similar social circumstances. At the end of Key Stage 2, pupils' performance was above the national average in English and the average for similar schools. In the previous year it was in the highest five per cent nationally. In recent years, boys have trailed the girls significantly at the end of Key Stage 1 in reading but more nearly matched their performance in writing. The percentage of seven-year-old pupils gaining the higher level was below the national average in 2000. It was well above average for eleven-year-olds at the end of Key Stage 2. Key Stage 2 girls have been maintaining the significant differential in performance in English. By the end of the Key Stage, their performance has exceeded that of the boys by more than national differences, although the performance of boys has been better than the national average for boys.

78. By the end of Key Stage 1, standards in writing are generally in line with expectations but about one-quarter of the pupils are attaining at a higher standard. Overall, their achievements are satisfactory in writing. The pupils write for a variety of purposes such as poetry and story. Some standards are good. Writing about the magic box, one child wrote:

'I will put in the box a splash of a whale's tail and a tear of a baby's cheek, a wink of a golden eye and a flap of a white dove.'

79. They use their writing imaginatively and factually in other subjects. Higher-attaining pupils are able to sequence story using good adjectives to describe character and show good imagination in planning. Their handwriting and reading skills are above expectations and pupils' achievements are good. Pupils read regularly at home and in school and many have good reading habits. They have established reading preferences, for example animal stories. When reading aloud they read with good levels of intonation and pay attention to the conventions of grammar. They have good knowledge about non-fiction books and know how to use an index and glossary. They like to select their own books. Many of the parents are very supportive of their children and hear them read regularly, which contributes to the good progress that pupils make in reading. Pupils write neatly with well formed letters, taking care with its presentation. Standards in spelling are often good. Pupils' speaking and listening skills are above expectations. They speak in extended sentences with a good choice of vocabulary. They can reason what they say and are able to give their opinions, such as what they like about school, which subjects they prefer and why.

80. By the end of Key Stage 2, pupils' writing skills are above expectations and their achievements sound. Their reading, speaking and listening skills are above expectations and their achievements are good in these aspects. About one quarter have good skills in expressing their thoughts enabling one of them to write a verse of a poem:

*'There was day that trapped winter
Beat it,
Suffocated it,
And gobbled it up.'*

81. Pupils read frequently. A high proportion of pupils belong to the local library and borrow books regularly. Most enjoy reading and concentrate during silent reading times. They have good reading tastes, remember books they have read and give reasons for their preferences, naming books by the same author. They have good strategies for selecting books, such as using the blurb and 'tasting' the pages for interest and manageability. They read aloud fluently and accurately with good intonation. Several have mature tastes such as reading classical children's literature. They have established preferences for the type of book they enjoy by reading regularly and widely. One pupil explained his preference for a particular author by stating that the preferred author 'dealt with real issues and makes you feel that you are there because of the use of good characters'. They can find information in non-fiction books and even the least able readers could use the Dewey coding system and find books quickly when requested to find specific information. They have good scanning skills and can find specific information quickly on a page.

82. The quality of teaching observed during the inspection was satisfactory in Key Stage 1, good in Key Stage 2 and good overall. In the best teaching a range of approaches and techniques is used. In a Year 3 lesson, the teacher had made up her own fairy tale and told it well to the class, immediately engaging their attention. At a very appropriate point in the story, she produced and held up a 'magic twig', which would help them to confront a lion. Pupils then had to discuss in pairs how the twig might be used to defeat the lion. They were given a sheet with the different elements of the story jumbled up which they had to arrange in order to check their comprehension before writing their own end to the story. As a result of the very good teaching and the engagement of the pupils' interest, they worked well, showed good levels of concentration and produced some very imaginative ideas of their own. One pupil turned the twig into a bee, which stung the lion and enabled him to escape. Pupils developed good endings to their stories, really enjoyed the lesson and sighed when reluctantly the lesson ended. 'I liked doing that' was heard.

83. In a Year 6 lesson, the teacher demonstrated good subject knowledge as she taught about clauses and subordinate clauses. She effected a good level of challenge as pupils had to invent sentences which contained particular words and which began with a specific word such as 'despite'. She then developed the principles of clauses through a game which pupils played in groups and enjoyed. As a result their knowledge of clauses was enhanced. Good use had been made of literature previously in the lesson in the shared text session, which linked to their work in history.

84. In some lesson, the quality of work is affected by the working noise of pupils in other classes and it is not always possible to hear what is being said. Pupils are not always encouraged to speak up enough to offset this difficulty. Pupils on the edge of classes are most affected by these difficulties and cannot take a full part in lessons as a result.

85. Resources for English are satisfactory. The quality of the reading books is good but there is room for a greater selection.

86. The co-ordinator has good subject knowledge and manages her responsibilities well. She has monitored provision to good effect and checks teachers' planning. The school makes good use of authors and drama groups to stimulate pupils' enthusiasm for literature. The planning for English lessons is detailed and it fulfils National Curriculum requirements. Standards are similar to those at the previous inspection.

MATHEMATICS

87. In the year 2000 national assessments for seven-year-olds, all pupils reached the nationally expected level and the pupils' overall performance was well above average in comparison with the national average. The proportion gaining the higher level was well above the national average. In the 2000 tests for eleven-year-olds, the proportion of pupils reaching the expected level was well above the national average, and the proportion was above average for those gaining the higher level. In comparison with schools in similar social circumstances these results were above average for seven-year-olds, and average for eleven-year-olds. Results over the four-year period to 2000, show a rising trend at Key Stage 1. The results have been inconsistent at Key Stage 2, falling sharply in 1998, rising again in 1999, and falling slightly again in 2000 because of the percentage of special educational needs pupils in the cohorts. Overall, there is no significant difference in the attainment of boys and girls, and the school has made satisfactory progress in reaching its targets.

88. Attainment of the current Year 2 pupils is above national expectations. Pupils work confidently with numbers to 100, for example when counting in two's, five's, and ten's, or ordering numbers. They carry out a range of calculations with numbers and money, such as adding simple bills together then calculating the change from 30 pence and £1. Most pupils have a good knowledge of doubles and halves to 20. Pupils are able to estimate whether lengths are more or less than one metre, and check measurements carefully. Most pupils have a good understanding of the value of digits in larger numbers. Pupils can describe a range of two-dimensional shapes, and higher attainers can correctly list the properties of three-dimensional shapes by edges, faces and vertices. Pupils of all abilities have completed bar charts and pictograms, for example showing birthdays in their class by months. Across the key stage, pupils' work shows satisfactory progression and achievements are sound, with a good amount of work covered in number. A strong emphasis is placed on mathematical language and the correct use of terms. Pupils with special educational needs also make satisfactory progress.

89. By Year 6, most pupils calculate confidently with numbers up to 100,000 and have very good mental calculation skills, including the use of decimals and metric units. For example, most pupils can quickly calculate the difference between six kilograms and 4,300 grams and say what must be added to 1.3 metres to make 240 centimetres. Their knowledge and use of fractions and percentages is very good. They can correctly identify a wide range of two-dimensional shapes, and higher attainers can calculate the area and circumference of circles. Pupils can draw and interpret different data displays confidently, and calculate the mean, median and mode of a set of numbers. Overall, attainment in the current Year 6 is well above national expectations and pupils make good progress during Key Stage 2. Pupils' achievements are especially good in Year 6, in response to challenging teaching that uses and extends their existing skills. Pupils with special educational needs receive good support, and also make good progress.

90. The quality of teaching is good overall. Teaching was at least satisfactory in all ten lessons observed, good in four and very good in three. The quality of teaching was better in Key Stage 2 than in Key Stage 1. Teachers generally share learning intentions with pupils so that they know exactly what they are trying to achieve, and there is a good structure to most lessons. Where teaching is most effective, learning proceeds at a good pace, with a high level of pupil involvement through questioning, and suitably challenging activities are

set for pupils of different abilities. For example, in a Year 6 lesson, a brisk mental mathematics challenge was followed by pupils plotting a series of points using co-ordinates. Most pupils plotted points using the four quadrants and negative numbers, including a group of higher attainers who plotted linear equations. A small number of lower attainers plotted points in the first quadrant. All groups plotted points accurately, answered questions about the shapes or lines they constructed, and made at least good progress during the lesson. Where teaching is less effective, lack of time targets or extension activities for some groups result in pupils only achieving satisfactory progress. Tasks set during morning registration are linked effectively to number work in mathematics lessons. Teachers make good use of resources, and aim to provide practical activities to support learning. For example, Key Stage 2 pupils reinforced their understanding of the properties of three-dimensional shapes using construction kits.

91. Pupils' numeracy skills are developed progressively as they move through the school. Good emphasis is placed on developing mental mathematics skills during lessons and teaching the correct terms. Pupils also develop and use numeracy skills effectively in some other lessons. For example, in science, most pupils take accurate measurements and are taught to check these carefully. However, the range of data displays is limited and line graphs are seldom used. The school is still developing its planned links between numeracy and other subjects across the whole curriculum. Pupils' attitudes to mathematics are very good. They enjoy mental mathematics and most respond quickly during question-and-answer sessions. They stay on task, present their work neatly and work co-operatively when required.

92. The mathematics co-ordinator provides good leadership for the subject. The school has implemented a scheme of work, which follows the National Numeracy Strategy closely and provides good guidance for staff. The co-ordinator has observed lessons throughout the school and provided teachers with feedback on the quality of their planning and pupils' work in their books. She has also organised effective training sessions, which have resulted in consistent practice and a strong emphasis placed on teaching different methods during number work. This has helped to raise standards. Good assessment procedures are in place, with end of year tests analysed carefully and used to help set targets and make improvements in planning. A good action plan identifies relevant priorities to develop the subject further. Challenging targets are set for pupils to achieve in their tests at the end of both key stages. The school has made good progress in raising standards in the subject since the last inspection.

SCIENCE

93. In the year 2000 teacher assessments for seven-year-olds, attainment was very high in comparison with the national average with all pupils reaching the nationally expected level but the proportion gaining the higher level was below the national average. Results for the year 2000 national assessments for eleven-year-olds were above the national average at the expected level, and in line with the national average at the higher level. Compared with schools in similar social circumstances, the results at Key Stage 2 were below average. The trend in science results has generally been in line with the national trend.

94. Attainment in the current Year 2 is above national expectations. Pupils' are able to make simple predictions about the outcomes of experiments, and successfully understand the importance of setting up fair tests when conducting them. In their topic on health, pupils

know why we eat different types of food and can sort foods into categories. They understand that medicines are useful, but are drugs and not foods, and know that we need exercise to stay healthy. They know that humans and other animals are able to produce offspring and study the growing cycle of different animals. In their topic on materials, they discover the uses of a range of materials and why they are chosen for specific uses. Pupils investigate the manner in which some materials alter when they are heated or cooled, and understand that some changes can be reversed and others cannot. Most pupils start Key Stage 1 with a good knowledge and understanding of the world. Pupils of all abilities make satisfactory progress across the key stage.

95. Attainment in Year 6 is above national expectations. Pupils' scientific knowledge and skills in carrying out experiments are good. Pupils use correct terminology when describing scientific processes and understand both the importance of fair tests and how to design experiments. For example, most pupils can identify the relevant factors when setting up an experiment on friction to decide which shoes have the best grip. They understand that it is important to check measurements carefully by repeating them and can select different variables in turn to consider their importance. They have a good knowledge and understanding of how plants and animals can be classified and understand the concept of food chains well. Pupils are clear about the properties of solids, liquids and gases and why they are used in ways that reflect their characteristics. In one lesson observed, pupils in Year 6 compared the stretching and bouncing properties of two different substances they had made. Higher attainers were able to decide that one substance was more fluid as it took on the shape of the small container it was placed in. Pupils, including those with special educational needs, make satisfactory progress across Key Stage 2.

96. The quality of teaching is satisfactory overall and it was good in half the lessons seen. Teachers' planning is detailed and identifies precise learning objectives. These are made clear to pupils at the start of lessons, and re-visited at the end to identify whether or not they have been achieved. Some teachers have a good scientific knowledge, enabling them to explain concepts clearly and to question pupils carefully using correct terms. For example, in one lesson on dental hygiene, pupils took turns when testing four different types of toothpaste to compare their effectiveness in erasing stains from a tile. The teacher asked precise questions to help the class decide whether or not they had carried out a truly fair test. As a result, they were able to distinguish between fair, meaning friendly, involving sharing equipment and taking turns, and scientifically fair, when the same pupil scrubs each tile with the same force. In some lessons, higher attainers are not challenged sufficiently and extension tasks are not set for the most able pupils. Pupils have too few opportunities to conduct and organise their own investigations on a regular basis and sometimes have a restricted amount of time to record their work. In the lessons seen, resources were well prepared and used. Marking of pupils' work is generally good, and contains helpful comments. There are insufficient planned links with mathematics and information and communication technology to ensure that a good range of graphs, tables and research software are used in lessons. Pupils enjoy science lessons, particularly those involving practical activities. They apply themselves well, show respect for equipment, work co-operatively and present their work neatly.

97. The scheme of work is based on national guidance. Assessment procedures are sound, teachers gather a range of information about pupils' developing knowledge and skills at the end of each term but are still to develop a programme of end of topic assessments. The subject co-ordinator provides good advice and support to colleagues, and has written two very good documents advising teachers on setting up scientific investigations and using

the school's wildlife garden. A subject action plan identifies appropriate targets for development, including the development of more scientific enquiry in each year group. The subject co-ordinator has had limited opportunities to observe teaching and learning in classes as yet and is not familiar with the quality of work across the school as a result. Learning resources are satisfactory, and the school grounds contain an attractive pond and wildlife garden for environmental studies. The school has made satisfactory progress in developing the subject since the last inspection, improving standards at Key Stage 1, developing the subject curriculum and maintaining standards at Key Stage 2, although they fell slightly in 2000 as result of two pupils having profound learning difficulties.

ART AND DESIGN

98. Apart from work in the Foundation Stage, only one lesson was observed during this inspection due to the arrangements for teaching this subject. Consequently, it is not possible to give an overall judgement on teaching standards. Judgements relating to standards of pupils' work are made from the pupils' work on display, talking to pupils and one lesson seen in Key Stage 2. These indicate that standards in both key stages remain in line with expectations, which is similar to the findings of the previous report.

99. In Key Stage 1 pupils investigating colour-mixing, could explain how to mix two primary colours to create orange, but had limited understanding about how to create light or dark shades. Sketchbooks have been used on occasions to record sketches of a visit to a church and when exploring shells and objects from the beach. These sketches have been developed and some subsequent close observational paintings of shells were of a good standard. However, some pupils make insufficient progress in drawing skills. Pupils are introduced to three-dimensional work appropriately. For example, through a theme on buildings, Year 2 pupils created a clay relief panel in response to a church visit. They clearly enjoyed this work and were proud of their efforts, which were of a good standard.

100. Year 6, pupils were at various stages of their paintings of landscapes. Pupils were clear in their intentions, because they had been introduced to other artists' work. Some attempted to create acetate panels using acrylic paint in the style of Louis Comfort Tiffany; others used water colours to paint in the style of Monet. All pupils were clearly motivated by this work and openly evaluated their own and each other's attempts and were aware of their errors in techniques. Some become frustrated by their lack of skill in drawing. Others spent too much time on overly detailed sketches and were disappointed when they realised that they would not be able to complete the work.

101. Overall, although work planned covers curriculum requirements adequately, the current teaching arrangements that allow for three topics a year, do not bring out the progression and development of skills and affect pupils' achievements. In addition, national guidance materials have not yet sufficiently influenced practice and teachers lack the confidence and training to develop this further. Good links are made to work in information and communication technology, such as the textile panel designed and sewn by Year 5 pupils and the mosaics created in Year 3 in response to a visit to a castle.

102. Since the last inspection, there is no longer an art club and visits to enrich this subject have diminished. Pupils clearly enjoy all forms of art and design. There are some talented young artists in the school, who lack sufficient opportunities to develop their skills further. The co-ordinator has been unable to monitor teaching, which would enable her to identify where development is needed. A planned portfolio of work that would support teachers' expectations of standards and enable them to identify talented pupils has yet to be developed.

DESIGN AND TECHNOLOGY

103. There was limited opportunity to observe design and technology lessons. The following judgements, therefore, are largely based on information gained from looking at planning, examples of pupils' work, and discussions with the subject co-ordinator, teachers and pupils. Standards of achievement are broadly in line with national expectations at the end of both key stages. The issues raised in the previous inspection of the need to develop appropriate schemes of work, insufficient opportunities for pupils to design, process and develop their own ideas and to engage in using mechanical components have all been addressed and so standards have risen. All pupils achieve satisfactorily.

104. By the end of Key Stage 1, most seven year olds are able to produce simple labelled designs, select and use appropriate tools, materials and techniques, make models with moving parts and provide simple teacher-supported written evaluations of their models. They are able to use appropriate technological vocabulary, for example, chassis, axles and wheels and understand how simple mechanisms work.

105. By the end of Key Stage 2, most 11 year olds are able to generate ideas for designs by collecting and using information. They produce step-by-step plans supported by labelled sketches, and select and use a range of appropriate tools, materials and components with some accuracy. They are able to evaluate their designs and finished products, identifying what is working well and what could be improved. They make use of information and communication technology, for example the Internet, to research information to support their work.

106. In Key Stage 1, the quality of teaching is satisfactory. Pupils are taught the process of designing and making. For example, Year 2 pupils made vehicles from a range of materials, producing their own labelled designs and applying their understanding of the function of axles and wheels when making their models. They are able to produce simple written evaluations but there are insufficient opportunities for group and teacher-led discussions contributing to shared evaluation of the vehicles produced.

107. At Key Stage 2, the quality of teaching is satisfactory overall with some examples of good teaching. Throughout the key stage, pupils use an increasing range of tools, materials and components, including textiles, wood, card and plastics, as demonstrated by the variety of shelters made by Year 6 pupils and the moving monsters made in Year 3. Pupils are able to work together as a team, for example in Year 3, designing and making a model monster with movement controlled by a pneumatic system. Teachers plan their work well to ensure that links are made with other subjects. In Year 4, for example, pupils were able to apply knowledge acquired in science about electric circuits in a purposeful way by designing and making a simple torch. Pupils enjoy the subject, talking enthusiastically about their work. They demonstrate clear understanding of the processes involved.

108. The co-ordinator has worked effectively to improve standards in the subject through the introduction of a scheme of work, the monitoring of lesson plans and provision of training and support. The design and technology policy provides clear guidance and makes suggestions on how assessments might be carried out. This does not yet indicate expectations for end of unit assessments and how these should be recorded. Resources are stored in an easily accessible area. All necessary resources for the teaching of the units outlined in the schemes of work are ordered and made available in good time. Technical construction kits have been purchased since the last inspection. The school also plans to develop a food technology area in the near future which will include washing and cooking facilities.

GEOGRAPHY

109. Only two geography lessons could be observed during the inspection. Judgements are also based on a scrutiny of work and discussions with pupils and the geography co-ordinator. Standards are in line with expectations at the end of both key stages and similar to those at the time of the last inspection. Pupils are making sound progress throughout the school and their achievements are satisfactory. National Curriculum requirements are met.

110. Through the good teaching in Year 2 pupils know something about remote island life in Scotland and some of the problems and the benefits of such life. They appreciate that rough seas might prevent travel and also delivery of supplies, such as food. They appreciate also that positive benefits could be the proximity of fishing opportunities and waking up to beautiful scenery. Year 4 pupils in Key Stage 2 understand about keys and symbols and can suggest where particular features might occur, whether in rural, urban or seaside settings. Year 6 pupils gain some useful first-hand practical skills in geography through their annual residential visit.

111. Some good links have been made with regard to geographical location by linking the winning tickets in the school's annual balloon race to where they are found.

112. The quality of the Key Stage 1 lesson observed was good and that of the Key Stage 2 lesson satisfactory. Good use was made of photographs to help Key Stage 1 pupils visualise island life in north Scotland and good links had been made between literature and island life. A very good link had been made between the class and two of the islanders on Skye. The class had just received a letter from the inhabitants, which gave the pupils a direct account of what life was really like.

113. The co-ordinator has good subject knowledge and manages the subject soundly but has not yet been able to monitor the work throughout the school, thus restricting her overview of work. However, developments are planned in this respect. Resources are broadly satisfactory but there is an absence of globes and atlases around the school to assist pupils' informal knowledge of place.

HISTORY

114. Pupils' attainment in history is in line with expectations by the end of both key stages and achievements are sound throughout the school. Standards are similar to those at the time of the last inspection. The scheme of work fulfils National Curriculum requirements. Key Stage 1 pupils gain an understanding about the past and appreciate that, for example, some of the toys were different in times past. Year 2 pupils have some knowledge of particular famous events in history, such as the Great Fire of London and how the diary writings of Samuel Pepys are a valuable source of evidence.

115. Year 6 pupils have a good understanding of life in Victorian times. They study famous people of the time such as Livingstone and Lister. They have profitably researched their own family trees back to Victorian times which has given them a good insight into the understanding of time. They have examined some birth and baptismal certificates, which have provided them with further detail of life in Victorian times and stimulated their interest in history. Literature has been linked well to the subject and pupils have studied excerpts from the 'Water Babies' to gain further insight into life of that period and also studied art of the period, for example work by Seurat. This has enabled them to write with a feeling of empathy for young children of that period, for example writing to Queen Victoria to plead their plight.

116. Whilst good opportunities are taken to link history with pupils' writing in most classes, there is sometimes too much copied work, particularly in lower Key Stage 2 and too many photocopied pictures which are stuck into pupils' books.

117. The quality of teaching observed was satisfactory in both key stages. Most of the lessons observed were concluding elements of work before the half-term break and the commencement of a new historical topic. Pupils show much interest in history and discuss well, although sometimes the activities are disappointing and unchallenging in the follow-up, such as drawing the other half of a teddy in Year 1. After a more stimulating introduction, when clockwork toys were demonstrated, pupils were asked to complete inappropriate worksheets.

118. Good use is made of visits to museums and to places of historical interest. Resources and books are satisfactory and a good arrangement has been made with the neighbouring primary school to share resources. Parents are very supportive in supplying artefacts for particular studies.

119. The co-ordinator has a keen interest in history and has established a suitable scheme of work and policy for the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. At the time of the last inspection, attainment at the end of Key Stage 1 was in line with national expectations, and by the end of Key Stage 2 it was above average. Since then, the school has maintained these standards.

121. In Years 1 and 2, pupils are given sound opportunities to develop their skills using computers, and links between information and communication technology and other subjects are developing. In Year 1, pupils make satisfactory progress learning to use art programs to create their own pictures. They match images of musical instruments to the sounds they make and create patterns using two-dimensional tiles and three-dimensional shapes in mathematics. Year 2 pupils occasionally develop word-processing skills in literacy lessons and control skills using art program, in work linked to science and mathematics. In one lesson, pupils made satisfactory progress creating symmetrical patterns, using horizontal and vertical symmetry, which followed up a lesson on two-dimensional shapes. Pupils can programme a moving toy to follow a series of instructions. Overall, pupils make sound progress in Key Stage 1.

122. In Key Stage 2, pupils are taught to display data in a variety of forms using surveys they have conducted in mathematics lessons. In one lesson pupils made good progress when they used knowledge about dental hygiene gained in science lessons to complete posters, employing different headlines, colours and fonts, and attaching clip art images. Year 4 pupils extend their skills using art programs to design stained glass windows. In one lesson, pupils made satisfactory progress creating and then saving their design. Some of them imported religious images before going on to colour their shapes. In Year 5, pupils use basic spreadsheets and data displays when conducting surveys on water use in their geography topic. In one lesson, pupils made good use of an Internet search to find out information on Anglia Water, and how Oxfam helps developing countries in different water projects. Pupils make the most significant progress towards the end of the key stage.

Year 6 pupils improve their control skills by creating increasingly complex mathematical shapes using a simple programming language effectively. They also learn to put together a multimedia presentation. In one lesson, pupils made very good use of a wide range of graphic forms when putting together presentations on their own favourite themes. They made good progress choosing imported slides and clip art, adding their own text, then creating audio links to enhance their presentations. They learned to link pages within their presentation correctly.

123. Since the last inspection, the school has developed a superb new purpose-built information and communication technology suite with the help of fund-raising projects. Resources within the suite are good, with a networked bank of new computers and a good range of software. Good use is made of this facility, with each class in Key Stage 2 having one information and communication technology skills lesson, and a second session linked to another subject each week. The time allocation to the subject is good. The school plans to upgrade computers in each classroom to support learning in most lessons. Overall, the quality of teaching is good, with staff becoming increasingly skilled and confident in using the new facility. In the lessons observed, teaching was most effective when parent helpers were available to support the class teacher, who could then spend more time teaching new skills and less time trouble-shooting problems. When working on computers, either individually or in pairs, pupils apply themselves very well and work enthusiastically. They share their knowledge and skills co-operatively and treat the equipment carefully.

124. All aspects of the National Curriculum are covered, and the school is following a new scheme of work based on national guidelines. A comprehensive programme of staff training is helping to develop teachers' skills, confidence and knowledge of software programs. The subject co-ordinator provides good support to colleagues, including feedback on their planning and regular informal training sessions. The revised subject policy, Internet-access policy, and subject action plan are being implemented effectively. The co-ordinator has had limited opportunities to monitor teaching and learning in lessons and consequently is not as informed about teaching and learning as might be possible. Assessment procedures are satisfactory, with some good emergent practice at the end of Key Stage 2. The recent acquisition of the information and communication technology suite has given real impetus to the development of the subject and the school is now well placed to raise standards further in this subject.

MUSIC

125. Provision for musical activities is satisfactory overall and in line with requirements but music is not currently a curriculum strength in the school. Provision has recently improved through the part-time employment of a specialist music teacher.

126. Pupils in both key stages have a good understanding of a graphic score and can represent their simple compositions in increasingly sophisticated ways as they move up through the school. For example, Year 5 pupils suggest horizontal arrows to represent the sliding parts of a castanet. Pupils sing tunefully and enjoy singing. They also enjoy a challenge. They enjoyed singing a round in four parts and were able to retain a sense of harmony without drowning out the other parts. Years 5 and 6 pupils enjoyed moving and singing to 'Space Rock' and they pick up new tunes and songs quickly. Pupils try hard and work enthusiastically when enthused. The specialist teacher lifted the quality of their performance by praising the pupils' efforts and commenting on their performance. His excellent accompaniment and subject knowledge enabled them to make good progress in the sessions. For example, he taught them how to stop humming without jerking and their performance benefitted as a result.

127. In other lessons the quality of teaching was satisfactory. Teachers have good relationships with their classes and manage pupils well. Few opportunities are provided for pupils to listen to recorded music in assembly. Teachers do not have a great deal of expertise in the subjects. Pupils are attentive in lessons. They listen carefully and take a full part. They respect the instruments and can control them when not being played so that they do not disturb the lesson.

128. The quality and range of instruments are satisfactory. Co-ordination of the subject is satisfactory and a suitable policy and scheme are in place.

PHYSICAL EDUCATION

129. In physical education, standards of attainment are in line with national expectations at the end of Key Stages 1 and 2. The picture is much the same as at the last inspection, although there has been some improvement in standards due to the introduction of schemes of work and focus on weekly planning. Pupils in Year 1 work enthusiastically in games, acquiring, developing and improving new skills. They work individually and support each other well in simple team games. Most seven-year-olds are able to work independently, demonstrate simple skills and show an increasing awareness of the space around them. Some pupils lack control and coordination in movement.

130. In Key Stage 2, pupils attain well in gymnastics linking skills, techniques and ideas and applying them appropriately. Their performances show increasing control and fluency. In gymnastics and games, pupils compare and comment on skills and techniques to improve performance. They demonstrate understanding of the importance of warm-up, cool-down and stretching activities and the effects that these have on their bodies.

131. In Key Stage 1, the quality of teaching ranged from very occasionally unsatisfactory to good. Overall it was good. Where teaching is good, pupils are challenged, with teachers effectively demonstrating new skills. Lessons are well paced and opportunities are provided for individual pupils to talk about their own and each others' performances. Where teaching is unsatisfactory, inappropriate use is made of playground space.

132. In Key Stage 2, the quality of teaching is good overall. The school's scheme of work for physical education supports teachers in ensuring that skills and techniques are taught systematically. Lessons are well planned and teachers have high expectations. They demonstrate new skills and techniques effectively and challenge their pupils. In Year 3, for example, pupils perform sequences of curling and stretching movements imaginatively and enthusiastically. They are encouraged to apply their knowledge of shapes such as flat, tall and wide to their movements. They work well individually and effectively in pairs. Year 5 pupils use increasingly complex movements. They are able to perform a variety of sequences of travelling movements demonstrating swinging with one or more balances. They apply knowledge of asymmetric and symmetric movements and are able to use floor and apparatus effectively. They work well both independently, with a partner and within groups, and are encouraged to contribute to evaluations about their own and each other's performances. In games, pupils are taught a good range of skills and tactics to support their playing of a variety of team games. In Year 6, pupils build on previous work, developing the skills of dribbling, passing and shooting which they apply with varying degrees of proficiency when playing basketball. In both key stages, pupils with special educational needs make satisfactory progress.

133. Attitudes to learning are good. In most lessons, the pupils are attentive, well motivated and hard-working. Pupils behave well and pay good attention to safety procedures.

134. The school provides a good range of opportunities for outdoor activities, which include visits to activity centres. Extra-curricular activities such as netball, hockey and football clubs contribute to pupils' good progress in lessons. Annual visits from a professional football team are greatly enjoyed by the pupils and support further pupils' development of skills and tactics. The school's failure to meet statutory requirements in relation to the teaching of swimming has been partly addressed since the last inspection. Pupils in Years 3 and 4 receive one term's swimming coaching. Opportunities for swimming are restricted by the distance of the nearest facilities from the school. Each visit takes up one morning session and the school, whilst acknowledging that provision is not ideal, feels that it also has to consider the demands of other subjects and the need to provide a broad and balanced curriculum. The subject co-ordinator has contributed to improvements in teaching through the introduction of an appropriate scheme of work and by supporting teachers' lesson planning but recognises that more time is needed for monitoring lessons. Equipment and resources are adequate.