

INSPECTION REPORT

WHEATCROFT COMMUNITY PRIMARY SCHOOL

Scarborough, North Yorkshire

LEA area: North Yorkshire

Unique reference number: 121349

Headteacher: Mr K Baines

Reporting inspector: Mrs R Rodger
10347

Dates of inspection: 5 – 8 March 2001

Inspection number: 194358

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Primary
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Holbeck Hill Scarborough North Yorkshire
Postcode:	YO11 3BW
Telephone number:	01723 375 704
Fax number:	
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Stephenson
Date of previous inspection:	20-24 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10347	Mrs R Rodger	Registered inspector	The Foundation Stage Religious education History Geography	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
11077	Mrs J Harrison	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with its parents?
29262	Mr N Hardy	Team inspector	Mathematics Science Information and communication technology Physical education	How good are curricular and other opportunities offered to its pupils?
22788	Mrs S West	Team inspector	English Art and design Design and technology Music Equal opportunities Special educational needs	

The inspection contractor was:

PBM Inspection Services Limited
PO Box 524
Cheadle
Staffordshire
ST104RN

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the outskirts of Scarborough in North Yorkshire. Pupils come from the area surrounding the school, which is mixed, with a higher number of pupils coming from socially advantaged backgrounds than is found normally. There are 234 pupils on roll with a more or less equal number of girls and boys. One hundred and eighty-seven pupils are of white United Kingdom heritage, four are of white European origin. Attainment on entry to the school is slightly above average, based on an analysis of the local education authority (LEA) assessment on entry to school scheme and observations of younger children in the reception class. Thirty-four pupils are entitled to a free school meal, which is broadly average. The proportion of pupils with English as an additional language is slightly higher than most schools. A well below average number of pupils has special educational needs. The number of pupils with a statement of special educational need is in line with the national average. The pupils are taught in single aged classes for most of their time in school, except in the infants, where there are two mixed age classes. Additional staff are employed to support the teaching of English and mathematics in the juniors because the class sizes are large. During the past year, 17 pupils joined the school and 24 left at other than the normal time of admission or transfer; this level of pupil mobility higher than is typically found.

HOW GOOD THE SCHOOL IS

This is a good school. Standards in English and science are above average in the infants and the juniors. Standards are high in music throughout the school and in geography and history in the juniors; they are satisfactory in all other subjects. The proportion of pupils achieving the higher level in national tests is greater than in most other schools. Pupils throughout the school have very good attitudes to learning and behave very well. Teaching overall is good. Pupils are productive and the pace of work is high in most lessons. Pupils with special educational needs make very good progress. The leadership and management of the headteacher and senior staff are good. They have concentrated on raising standards and improving the quality of teaching since the last inspection. The governors have a very good understanding of the strengths and weaknesses of the school. The school provides good value for money.

What the school does well

- Maintains high standards in English and science throughout the school.
- Provides well for high attaining pupils.
- The teaching is good or better in almost three-quarters of lessons.
- Provides very effectively for pupils with special educational needs.
- Teaches music well and provides pupils with a wide range of opportunities to learn to play musical instruments, to sing in a choir and to take part in performances.
- Promotes very good attitudes to learning and social responsibility.
- Is very effectively supported by the governing body.

What could be improved

- Continue to raise achievement throughout the school.
- The achievement of pupils in information and communications technology.
- The distribution of time allocated to the subjects of the National Curriculum so that all subjects are taught regularly.
- The allocation of subject and management responsibilities to provide a more equitable balance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The improvement since the last inspection is good. There were six areas for improvement identified in the previous report and all have been tackled successfully. The quality of teaching has improved considerably. The provision for children under five is better than it was. They now have a designated outdoor play area and the curriculum is planned to take account of the six areas of learning. The National Literacy and Numeracy Strategies have been effectively integrated into the Foundation Stage. Additional staff ensure that younger children work together well and the work they do is carefully matched to their needs. Appropriate staff development was provided for staff with curricular responsibilities. The impact of this in music, religious education and the core subjects is evident in lessons.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	B	B	B	B
Mathematics	C	A	C	B
Science	C	A	A	A

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

The results of the 2000 National Curriculum tests show that standards in English by the end of the juniors were above average in relation to those attained by pupils in all schools and also in relation to standards attained by pupils in similar schools. An above average number of eleven-year-olds exceeded national expectations in English in 2000. Standards in mathematics were average for these pupils in relation to all schools and above average in relation to similar schools. The proportion exceeding the expected national level in mathematics was close to the national average. There was a decline in standards in mathematics in relation to similar schools between 1999 and 2000. Standards achieved in science were well above the national average and the average for similar schools and a well above average proportion of pupils exceeded expectations. School targets have been exceeded in English and mathematics in 2000 by a high margin. They have been revised to be more challenging in 2001, which is good management.

By the end of the infants the results of the 2000 National Curriculum tests show that standards attained in reading were very high in relation to national averages and in relation to similar schools. Standards were well above the national average for writing and were average compared to similar schools. In mathematics, standards were the same as expected for all schools and in line with standards attained in similar schools. There has been a slight decline in mathematics over the past three years in the results of the national tests, although there was some improvement between 1999 and 2000. The proportion of pupils who exceeded expectations was very high in reading and high in mathematics. The trend in reading and writing standards show a gradual improvement in the past four years. Teacher assessment in science shows that the standards were very high in comparison with the national average and the percentage exceeding expectations was well above average. At age eleven, the trend in attainment in national tests over the past three years is slightly below the national trend. Current standards are high in English, mathematics, and science throughout the juniors. They are high in English and science in the infants and satisfactory in mathematics. Standards in the Foundation Stage are high and children achieve satisfactorily. Pupils with special educational needs make very good progress due to the good level of support provided for them and the high level of challenge provided by the teaching they receive when working in groups where all pupils are of the same ability. The small number of pupils with English as an additional language are not in the early stages of English language acquisition and are fully integrated with other pupils in lessons. They make good progress. Pupils throughout the school generally achieve well in English and science but this is less marked in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	All pupils, including those with special educational needs, have very good attitudes towards school. These attitudes have a correspondingly positive influence on their attainment. In most lessons pupils are very eager to learn and enthusiastic.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school. Pupils are very clear about school rules and expectations and rise to meet them.
Personal development and relationships	Very good. Pupils show good levels of initiative and personal responsibility.
Attendance	Good. Attendance is slightly above average.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and is often outstanding for the less able pupils. It is very good or better in 18 per cent of lessons, good or better in 71 per cent and satisfactory or better in 98 per cent of lessons. There is a very small amount of unsatisfactory teaching in the infants. The teaching of pupils with special educational needs is very good. The teaching is good overall in English and mathematics. Literacy and numeracy skills are generally effectively taught. Oral and mental mathematics is particularly well planned. In some classes, pupils spend too much time completing worksheets. This was the case in the one unsatisfactory lesson, where the work was too easy and repetitive. In broad terms, teachers' knowledge of the different subjects they teach is good and leads to challenging teaching and efficient learning. A key factor to pupils' successful learning is their high level of interest. Daily lessons are planned well, although planning is generally completed day by day and not weekly and this has the potential to hamper continuity and progression in learning in the longer term.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Some subjects are allocated too little time to enable the full requirements of the National Curriculum to be covered. Provision for out of school clubs is good.
Provision for pupils with special educational needs	Very good. Additional staff provide very effective support in lessons. The targeted support for Year 6 pupils is very effective.
Provision for pupils with English as an additional language	Good. The few pupils with English as an additional language are not in the early stages of English language acquisition. They are encouraged to take part in whole class sessions and are well supported by their peers in lessons, especially when the pupils are involved in group work and can develop confidence by talking to each other
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall the provision for spiritual, moral, social and cultural education is good. Provision for spiritual development is good. Provision for moral and social development is very good. The provision for cultural education is good.
How well the school cares for its pupils	The school takes very good care of pupils. Pupils feel safe and confident in the school. Procedures for child protection and ensuring pupils' welfare are very good. Detailed analysis of National Curriculum test results identifies those groups of pupils needing additional support.
Partnership with parents	The headteacher and his staff promote a very good partnership with parents. Parents are regularly involved in the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are good. The headteacher has a clear vision for the future direction of the school. A range of successful strategies has been introduced to improve standards.
How well the governors fulfil their responsibilities	The governors have a very good understanding of the work of the school: they are well-informed and have a vital role in the strategic management of the school.
The school's evaluation of its performance	The school improvement plan and self-evaluation of progress completed by the headteacher are very good reflections of the key areas for development in the school. Frequent checking of the work of teachers has led to good improvements.
The strategic use of resources	Staff are particularly effectively deployed throughout the infants and juniors. Wise use of additional financial resources ensures that human resources are always a priority. The headteacher supported by the governing body ensures that the best value is achieved for the money allocated to the school.

The adequacy of staffing, accommodation and learning resources	Staffing and learning resources are good. Accommodation is satisfactory. The school makes very effective use of the limited space they have, but lack of space is an issue in the large class in the juniors.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, which provides good opportunities for personal development with every child being valued. • The provision and support for pupils with special educational needs. • The way in which good behaviour is promoted in and around school. • The clear procedures for homework. • The high quality of the teaching and the approachability of the teachers. • The improvements in the whole school since the previous inspection. 	<ul style="list-style-type: none"> • The large class sizes in the juniors, particularly in Year 6. • The amount of information they receive about their child's progress.

The inspection team agrees with the positive views of the parents. The large class sizes in the juniors does not have an adverse effect on the quality of teaching or learning due to the high quality support provided by additional staffing for English and mathematics. The inspection team agrees that parents should have information about targets set for their children at the beginning of the year.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the 2000 National Curriculum tests show that standards in English by the end of the juniors were above average in relation to those attained by pupils in all schools and also in relation to standards attained by pupils in similar schools. An above average proportion of pupils exceeded national expectations in English. The results of national tests in English have remained at broadly the same level for the past four years. Results in mathematics in 2000 were average in relation to all schools and above average in relation to similar schools. The proportion of pupils attaining the higher levels in mathematics was close to the national average. There was a decline in standards in mathematics between 1999 and 2000 in relation to similar schools. Results in science in 2000 were well above the average for all schools and for similar schools, with a well above average proportion of pupils exceeding expectations. School targets have been exceeded in English and mathematics in 2000 by a high margin. They have been revised to be more challenging in 2001, and this is good management.

2. By the end of the infants, the results of the 2000 National Curriculum tests show that standards in reading were very high in relation to national averages and the averages for similar schools. Standards in writing were well above average. A very high proportion of pupils exceeded national expectations in reading, with a smaller but still above average proportion doing so in writing. In mathematics, the results of the infants in 2000 were average and in line with typical standards in similar schools. There are annual variations in results in mathematics in the infants, showing a slight overall decline from 1997 to 1999 and an improvement in 2000. The trend in reading and writing shows a gradual improvement in standards over the past four years. Teacher assessment in science in the infants shows that the standards were very high and the percentage exceeding the national expectation was well above average.

3. There is a slightly higher level of attainment among girls in English, mathematics, and science than among boys but the difference is not significant. The trend in attainment over the past three years is slightly below the national trend for pupils by the time they reach the end of the juniors. This shows that in the juniors the pupils' attainment in national tests has not improved as much as that of pupils in other schools. Current standards are high in English, mathematics and science throughout the juniors. They are high in English and science in the infants and average in mathematics. Standards in the Foundation Stage are high and children achieve satisfactorily.

4. Pupils with special educational needs make very good progress due to the good level of support provided for them and the high level of challenge provided by the teaching they receive when working in groups where all the pupils are of the same ability. The small number of pupils with English as an additional language are not in the early stages of English language acquisition and are fully integrated with other pupils in lessons. They make good progress.

5. Standards have improved since the last inspection in English and science. They have remained the same in mathematics. There was an uneven pattern of progress in lessons at the time of the last inspection. Achievement in lessons is frequently good but overall achievement throughout the school is satisfactory.

6. Standards are high in music throughout the school and in geography and history in the juniors. Standards in music are high throughout the school because pupils are provided with a wide range of opportunities to learn aspects of the music curriculum. Peripatetic music staff teach some pupils, and whole school choir practices are used to teach pupils new skills. Standards are at the expected levels in information and communication technology, religious education, design and technology, physical education and art in the infants and the juniors. Achievement in information and communication technology is just satisfactory. Standards are average in history and geography in the infants. Standards in the foundation subjects are much the same as they were at the time of the last inspection apart from geography which was judged at that time to have high standards in the infants. The inclusion of geography in a topic based approach to organising the curriculum in the infants and the very small amount of time allocated to teaching the subject are the main reasons for the decline in standards in this subject since the last inspection.

Pupils' attitudes, values and personal development

7. All pupils, including those with special educational needs, have very good attitudes towards school. These attitudes have a correspondingly positive influence on their attainment. In most lessons pupils are very eager to learn and enthusiastic. Pupils enjoy coming to school and this is reflected in the good attendance rates achieved, which at 95 per cent are above national averages. Children in the Foundation Stage make a positive start and settle quickly

into the school. They work steadily with good levels of concentration and are confident and keen to please their teacher.

8. Pupils behave very well in lessons and around the school. They are very clear about school rules and expectations and rise to meet them. Teachers expect good standards in the classroom enabling pupils to learn with confidence. The school has had no occasion to exclude any pupil for poor behaviour in the last year. In lessons pupils are nearly always attentive and concentrate well. On a few occasions some pupils can become restless when they sit on the carpet area for an over long introduction to the lesson. However, pupils are very keen to please their teachers and their willingness to try has a very positive impact on the standards of their work.

9. In the playground and around the school pupils behave very well; there may be an occasional verbal 'fall out' in the playground, but this is very much the exception as generally pupils play very harmoniously and the older pupils take conscientious care of those younger. The playground is marked out for games, including a giant chess set and there is a range of equipment to play with. This facilitates constructive and cooperative play. A few parents had concerns about some less satisfactory behaviour before school opens and after school, when pupils are not formally supervised. There was no evidence of this during the week.

10. Pupils take a pride in their school and take part enthusiastically in the activities offered. They also enjoy the after school football and sports and many take part in the orchestra or the drama club. Year 6 enjoy the residential visit to Bewley park, where they can try a wide range of challenging outdoor pursuits. Pupils know that the classroom teachers value them and respond very positively. Relationships are very good. Pupils of all abilities mix well together and are friendly across the age groups. Bullying is rare and quickly dealt with.

11. Pupils show a very good understanding of the effect of their actions on others and tolerance for others' viewpoints and beliefs. In a year 6 booster-class for literacy pupils praised others' stories and showed tact when suggesting changes. In a year 4 physical education lesson paired pupils worked very cooperatively whilst another pair watched then sensitively discussed the strengths and weaknesses of the performance and how to improve. Pupils show very good levels of initiative and personal responsibility. Pupils set out the music and equipment for assemblies, older pupils look after the younger ones at wet lunch times. Year 6 operate their own bank account and raise money by holding events and competitions. When they leave they choose the best way to spend the funds to benefit the children they leave behind.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The quality of teaching throughout the school is good. It is often outstanding in lessons provided for less able pupils. It is very good in 16 per cent of lessons, good in 53 per cent, satisfactory in 27 per cent and unsatisfactory in two per cent of lessons. Teaching of pupils with special educational needs is very good overall. Teaching in the core subjects of English, mathematics, and science is good in the infants and the juniors. The National Literacy and Numeracy Strategies have a strong impact in some of the very good lessons. Teaching in the Foundation Stage is generally good. Almost every parent said the teaching is good throughout the school. They are particularly appreciative of the way staff are so approachable and of the additional support that is given to promote high attainment in Year 6.

13. The quality of teaching has improved considerably since the previous inspection when it was satisfactory overall, with some good features but with 15 per cent of unsatisfactory teaching, which was high for that time. The teaching of pupils with special educational needs was a strength then and continues to be so now.

14. Strengths of the teaching include well-planned mental sessions in mathematics lessons. Generally, subject knowledge is good. Good knowledge of the subject was a key feature of the challenging teaching in Year 5, for example, when pupils learned how to shorten a passage of writing so that only the main ideas were included. The same pupils were continually challenged to explain their understanding of the impact of punctuation on the way a passage of writing is read. In geography, resources showing positive images of minority ethnic groups were used to good effect to help dispel pupils' stereotypical images of developing countries. The use of classroom assistants is very good. They are very effectively deployed to support small groups of pupils, usually in the classroom. There is inspirational teaching of less able pupils so they maintain interest in their work. Pupils learn very effectively when they are challenged and the teacher has high expectations, effectively supported by clear instructions, demonstration and explanations as needed. For example, in a 'booster class', lower ability Year 6 pupils were challenged continually as they learned how to identify rhyming couplets and to use poetic licence as a strategy when writing their own poems. Pupils found this work difficult but achieved success due to the constant praise and encouragement provided by the teacher.

15. Pupils are well managed. They frequently take a good level of responsibility for their own learning and work

well with other pupils when required. They concentrate and persevere with tasks they have to complete, particularly by the time they get to the end of the juniors. Assessment information is used to identify groups of pupils by ability for additional support. Regular testing in mathematics and assessments in English help staff to check on the progress of individual pupils. Pupils' understanding is assessed at the end of each unit of work in the foundation subjects and the information is used to guide the next half term's work.

16. Teaching is less effective when inappropriate work sheets are used. This was a weakness in the unsatisfactory lesson where the work completed by the pupils lacked challenge and the work was too easy, leading to minor misbehaviour because pupils were bored.

17. Basic skills are taught well and good opportunities are provided to apply literacy and numeracy skills in other subjects, for example, in a history lesson pupils applied their understanding of features of instructional texts to their recording of evidence of life in Ancient Greece. Planning is generally satisfactory overall. Daily lesson planning is very detailed for all subjects. What is lacking in the planning is a weekly overview of what is to be learned and how one lesson leads into the next. The school has not adopted the planning format recommended by the literacy and numeracy strategies in most classes and, at times, there is too much reliance on the commercial schemes of work used in English and mathematics. In one class where the teaching is consistently good, a weekly plan is in place which identifies the progression in activities and how they are altered to meet the needs of the wide range of abilities in the class.

18. At times, work could be more closely matched to the needs of all pupils in the class. There is no planning format to help with this. Some of the work could be more challenging and expectations higher. Where this happens, as in mathematics, there is the potential for some pupils to achieve even higher levels.

19. The special educational needs coordinator and learning support assistants support pupils very well. The quality of teaching in the withdrawal groups is good and often very good. Lessons are well-prepared and the needs of each pupils are effectively met. Lessons are challenging. Pupils observe closely, think carefully and give reasoned answers, all of which helps to extend their vocabulary. The pace in lessons is brisk. Assessment of learning is very conscientiously completed. Pupils have targets to meet and they are encouraged through the effective marking of their work to meet them. Homework is a consistent feature in lessons, particularly in the core subjects. It is completed regularly and has a strong impact on raising standards.

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

20. The curriculum provided for pupils is suitably broad and covers all the required subjects of the National Curriculum and religious education. The balance of time spent on the teaching each subject is, however, unevenly proportioned and distorted towards the teaching of English, which takes up a disproportionate amount of time. This results in insufficient time being spent on the teaching of subjects such as science, geography, history, and information and communication technology. In some year groups, this adversely affects the progress made by pupils in those subjects. There has been no rigorous audit of actual teaching time to ensure that the intended time for each subject is reflected in practice.

21. The lack of balance in the curriculum was identified at the time of the last inspection where too little time was given to teaching art and design, design and technology and religious education. There is improvement in the time allocations to these subjects now.

22. The Foundation Stage curriculum is appropriately planned around the six areas of learning. The provision for independent learning is now good. The National Literacy and Numeracy Strategies are introduced gradually throughout the year. There has been a good improvement in the Foundation Stage curriculum since the previous inspection.

23. The provision for pupils with special educational needs is good with much time and effort being spent on ensuring that these pupils can take full value from the opportunities offered. The curriculum to improve these pupils' English skills and knowledge is particularly effectively planned and delivered by special educational needs staff. Larger proportions of this additional support could, however, be delivered in classrooms rather than by withdrawal from lessons.

24. The National Literacy Strategy is implemented satisfactorily and is beginning to have an impact on standards. A particular and appropriate focus is on the improvement of standards in writing. The national strategy for numeracy has been implemented less successfully, largely because teachers are too dependent on a commercial scheme used by the school. This often dictates the pace of pupil progress rather than the learning needs of

individual pupils. Improvements have been made in pupils' mental mathematics skills and knowledge as a result of the introduction of the strategy.

25. A very good range of out of school activities is provided. These are predominantly musical and sporting and add to the range of experiences made available. Particularly impressive is the school orchestra that involves more than twenty pupils. Inter-school sports and activities add to pupils' sporting prowess as well as their social and competitive experiences. Residential visits for older pupils aid their personal as well as sporting development. Many of these activities are however restricted to older pupils.

26. Some pupils do not always have an equal opportunity to access the full curriculum or have their needs fully met. Occasionally the pupils are withdrawn inappropriately from lessons for individual and small group tuition, especially in English. This sometimes results in them missing important work in other areas of the curriculum. The headteacher's own analysis has identified improving achievement for the more able pupils as an issue and there is now targeted support for some of the potential high attaining pupils in Year 6 in mathematics, and pupils in Year 5 are now grouped by attainment in English.

27. Provision for pupils' personal, social and health education is satisfactory. Sex education is not currently taught but pupils' questions are answered honestly when they occur. Drug awareness education is not currently part of the education programme provided but this along with work on citizenship is part of the schools future planning in this area.

28. Governors and parents provide good support for the school through their help in school and the raising of additional funds. The school has positive links with teacher training institutions and this is of benefit to both students and the school. Pupils also benefit from the free use of sporting facilities and coaching which help to raise standards. Liaison between nursery units and the school are good and visits to prepare new pupils for entry to the school are appropriate. Links with secondary education are sound with teacher visits to the school and opportunities for pupils to visit the school of their choice.

29. Overall, the provision for spiritual, moral, social and cultural education is good. The provision for spiritual development is good. A group of older pupils were enthralled as the teacher read the build up to the climax of the story 'Who stole the Gnome?' and the atmosphere of anticipation was electrifying. Assemblies meet statutory requirements. They are well planned to provide a continuing theme and provide suitable time for reflection.

30. Overall the provision for moral development is very good. Pupils know that there are unwritten rules for the playground and that these are to ensure safety and cleanliness around the school. They recognise right from wrong and are set good moral standards by the adults in school. They urge pupils to be kind and friendly and to work hard and do their best. The school effectively promotes a moral code that highlights issues of honesty and fairness.

31. The provision for social development is also very good. Pupils are very conscious of their responsibilities to themselves, their classmates, to the local community and the wider world. They follow up teachers' ideas but also use their own initiative to hold money-raising events. In this way they have not only supported the Marie Curie Fund but also Children in Need, Comic Relief, and locally RNLI and St Catherine's Hospice. With some of the money raised they have purchased equipment for the nursery and infant departments in school. Older pupils benefit from residential visits learning to live and work together. Activities such as orienteering encourage co-operative effort. In every class there are monitors who have 'everyday' jobs. Older pupils have wider responsibilities for example helping at lunchtime and wet playtimes and caring for young pupils.

32. The provision for cultural education is good which is an improvement since the last inspection. Through history, music, art and design and literature lessons pupils have good awareness of the richness of their own culture. The school does not have a large multiethnic community and, because of this, the teachers make every effort to raise the pupils' awareness of the rich diversity of cultural traditions of the world in which we live. Many opportunities are provided within the curriculum to promote the literature, music, dance, art and customs of other nationalities. All pupils have enjoyed a two-day workshop with a visitor from Africa discovering the traditions of African costume, dance, music, and art. A similar day with an Indian theme is planned for next term. Pupils have discovered the rigours of Irish dance at a Ceilidh and displays of artefacts, for example, a Native American Dream catcher and East African masks awaken them to the customs of the wider world. Parents of minority religions share their faith with pupils. In the foyer a sensitive display of holy artefacts from the six main world religions continually reminds them of the diversity of religious beliefs within British society today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school takes very good care of pupils. Pupils feel safe and confident in the school. Procedures for child protection and ensuring pupils' welfare are very good. Effective child protection procedures, which comply with legislation, are in place. Teachers have clear guidelines and are well supported by the coordinator. The school takes good care with health and safety. The school has addressed the health and safety issues from the last inspection. Children in the Foundation Stage are well supervised and supported. Children with special educational needs are well cared for both by their teachers and the learning support assistants.

34. The school has satisfactory arrangements to monitor and promote good levels of attendance. The last inspection identified the need to register pupils' attendance in the afternoon. This is now in place and meets with statutory requirements.

35. There are good procedures to monitor and promote good behaviour. Parents remarked that the school motto to 'Learn and Care' is emphasised and reinforced daily and this is reflected in the good attitudes of the pupils. Badges and stickers are given for good behaviour as well as good work. Pupils are confident in the abilities of their teachers to intervene and resolve any cases of bullying, which are rare in the school. Procedures to support personal development are good. Pupils have plenty of opportunities to help in the school and this fosters a sense of community and purpose. Pupils enjoy the good range of visits.

36. The school has improved the procedures to assess pupils' attainment and progress since the last inspection and they are now good. Optional assessments take place in years 3, 4 and 5 and portfolios of work are being compiled in the core subjects. Assessment of achievements in the foundation subjects is now in place and completed as each unit of work is finished. Detailed analysis of the National Curriculum test results is completed by the headteacher and used to identify specific groups of pupils for additional support and focused work. Pupils are grouped by prior attainment in Year 6 for English and mathematics to make sure the work they do is more closely matched to their needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Parents are very pleased with the school. They say that their children enjoy coming and are upset if they are ill and miss lessons. They believe the teachers expect their children to work hard, that teaching is good and that their children are helped to become mature and responsible. Parents have noticed improvements in the educational standards and feel welcome to come and discuss any concerns. Most parents find the annual reports on their child's progress are comprehensive but a minority would like more information on progress and attainment.

38. The inspectors agree with parents' positive views. The inspectors partly agree with parents' suggestions for more information on their child's progress. The written reports on children's progress are satisfactory and meet statutory requirements. However, they could usefully be improved with a clear indication of whether the child is doing as well as they should for their age and targets for improvement so parents can help at home. Parents meet formally with teachers twice a year to discuss progress and view their children's work. These meetings supplement the written information effectively.

39. The headteacher and his staff promote a good partnership with parents. This is established early in school life when new parents are invited to a meeting to explain the school's reading strategies. New developments in literacy and numeracy are explained to parents in practical sessions. If parents have any concerns these are dealt with swiftly. Parents of children with any special educational needs are appropriately involved in reviews of their children's provision.

40. Parents give good support to the school. The school association holds social events and has purchased many beneficial items for pupils including stage equipment, computers, drinking fountains, and outside benches. They also fund enrichment activities such as cultural visits from dancers and poets. Several parents help in the classroom or with transport. The school has maintained the good links with parents reported at the time of the last inspection.

41. Written communications, including the prospectus, are of good quality. Frequent letters are sent home. The school involves parents with some educational evenings, although information on how their child is achieving and the curricular targets set would be useful.

42. Parents give very good support to their children's work at home. They demonstrate their support by high attendance at the progress consultation meetings with teachers and their backing for homework, discipline, uniform and regular attendance.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The leadership and management of the school are good. The headteacher and senior staff work together efficiently and effectively to promote high standards. They have taken a sensible and pragmatic strategic overview of two major issues in the school: reducing the size of class teaching groups and providing appropriately for the learning needs of pupils throughout the school. Pupils in the infants are grouped by prior attainment for literacy and taught in small groups relative to their class size. Throughout the school pupils are very effectively supported by a range of classroom assistants alongside their class teacher. In addition, the headteacher and the special educational needs coordinator are deployed to target specific groups of pupils to give them support in English and mathematics. The headteacher and the deputy headteacher have considerable responsibilities. Strategies to share some of their responsibilities are planned for in the near future.

44. The school aim of both learning and caring is promoted effectively in all aspects of the school's work. Pupils show high levels of care and concern for each other. They have very good attitudes to work and take responsibility well. The school is efficiently managed on a daily basis. Internal organisation and management systems operate unobtrusively and effectively.

45. The governing body is very effective. They have an excellent overview of the strengths and weaknesses of the school. Their skill and determination to improve staffing ratios and to provide high quality support for pupils with special educational needs is having a very good impact throughout the school. The finance committee has a very good strategic overview of the budget. The chair of governors acts as a very effective "critical friend" providing support and constructive advice, challenging and questioning decisions taken by the senior management. The school improvement plan provides an effective strategic framework and identifies several of the areas for development identified during the inspection.

46. Developing a whole school approach to corporate management and developing the role of curriculum coordinators were two areas for development in the previous inspection. While the early progress on creating a representative senior management team is good, circumstances over which the headteacher has had no control have made it difficult to sustain this in the period before the inspection. The deputy headteacher is currently seconded to another school as acting headteacher. An acting deputy headteacher is in place but the replacement for her on the senior management team went on maternity leave the week before the inspection. The work carried out by the core subject coordinators and the special needs coordinator to develop their roles following the previous inspection has created a potentially very effective management team. The subjects that have been prioritised in the school development plan are well led. The coordinators are having a good impact on helping to raise standards in the subjects.

47. The headteacher has carried out rigorous and regular monitoring of planning which has led to improvements in the quality of daily planning. The headteacher and the chair of governors have observed teaching throughout the school. The recently appointed English coordinator checks teaching and has provided teachers with written feedback. This is helping to improve the quality of teaching. Good use is made of this information to provide additional support where required and to use the strengths of the very good teaching very effectively to support those pupils needing greatest support. A range of systems to analysis the attainment of pupils as they go through the school gives the school a clear idea of the strengths and weaknesses of individual pupils. Comparative data provided by the LEA and the school's National Curriculum data is analysed by the headteacher and used to set appropriate targets for pupils. The headteacher is aware of the need to set challenging targets for the school. He teaches higher attaining pupils himself in mathematics and groups pupils by prior attainment in English to give more challenge to pupils with higher attainment. He is taking effective steps to meet the aspirational targets set following the 2000 national tests.

48. The budget is efficiently and cautiously managed to achieve the best value. The budget surplus is deliberately maintained at five per cent. Additional financial resources are used wisely to increase staffing throughout the school. The governors have a very good understanding of the value of this strategy through their own checking systems. Spending priorities are linked to the school improvement plan, which provides a detailed overview of the school priorities in the future. Taking into account the improvements since the last inspection, the high standards achieved and the good teaching throughout the school, the school provides good value for money.

49. The staff are appropriately qualified and there are sufficient to meet the current needs of the school. Additional classroom assistants have a very good impact on helping to raise the quality of teaching along with the regular support provided by a retired teacher who is now a governor of the school. Accommodation is just adequate. Staff make good use of the additional space in corridors and resource areas. Resources are satisfactory. They are good for English.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. The headteacher, governors and staff should:

- continue to raise achievement throughout the school by:
 - taking account of the wide range of abilities in each class when planning work, especially in the core subjects;
 - planning for the full coverage of the national curriculum programme of study;
 - raising expectations of what pupils can achieve in lessons;(Paragraphs 1, 2, 5, 16-18, 20-21, 24, 65-66, and 70-75)

- raise the achievement of pupils in ICT by:
 - continuing the training of teachers in successful methods of teaching;
 - providing planned teaching time for ICT;
 - continuing to revise the scheme of work and introducing an assessment system which identifies the next steps in pupils' learning;(Paragraphs 102-106)

- write and implement a policy to allocate appropriate amounts of time to each of the subjects of the National Curriculum; the policy should:
 - specify the amount of time allocated to each subject each year and each term; the number and length of lessons each term in each subject; the main learning objective for each week or each lesson, whichever is fewer; and take into account the different curricular needs of both single age and mixed age classes;
 - identify opportunities to apply literacy and numeracy skills in other subjects and specify the main literacy and numeracy objectives for each opportunity;(Paragraphs 20-32)

- review the allocation of subject and management responsibilities to provide a more equitable balance and ensure that coordinators have an overview of their subject throughout the school by:
 - appointing one coordinator for each subject with responsibility throughout the school;
 - requiring coordinators to draw up an action plan to develop their subject;
 - expecting coordinators to take an active role in raising standards in their subjects through monitoring teaching, pupils' work and planning on a regular basis.(Paragraphs 43-46)

51. The other minor issue the school may wish to consider is:

- providing parents with information on the targets set for their children.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	16	53	28	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

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	234
Number of full-time pupils known to be eligible for free school meals	34

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	22

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	5.0
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
	2000	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	12
	Girls	17	17	17
	Total	31	31	29
Percentage of pupils at NC level 2 or above	School	97 (94)	97 (94)	91 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	17	17	17
	Total	31	31	32
Percentage of pupils at NC level 2 or above	School	97 (91)	97 (97)	100 (94)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	16	12	16
	Total	27	23	29
Percentage of pupils at NC level 4 or above	School	90 (88)	77 (91)	97 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	15	13	15
	Total	25	24	27
Percentage of pupils at NC level 4 or above	School	86 (88)	83 (91)	93 (100)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	192
Any other minority ethnic group	7

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)	10.7
Number of pupils per qualified teacher	21.9
Average class size	29.25

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	96

Financial information

Financial year	2000
	£
Total income	428186
Total expenditure	426636
Expenditure per pupil (234 NOR)	1823.23
Balance brought forward from previous year	12047
Balance carried forward to next year	13597

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	234
Number of questionnaires returned	109

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	3	0	0
My child is making good progress in school.	57	42	1	0	0
Behaviour in the school is good.	44	53	1	1	1
My child gets the right amount of work to do at home.	43	48	6	1	2
The teaching is good.	61	37	1	0	1
I am kept well informed about how my child is getting on.	45	35	16	3	1
I would feel comfortable about approaching the school with questions or a problem.	66	26	6	2	0
The school expects my child to work hard and achieve his or her best.	65	32	1	1	1
The school works closely with parents.	44	46	6	3	1
The school is well led and managed.	64	30	4	0	2
The school is helping my child become mature and responsible.	62	35	2	0	1
The school provides an interesting range of activities outside lessons.	29	45	9	3	14

All parents agreed that the school had improved since the previous inspection. They cited the range of very good out of school activities, the value of classroom assistants, residential visits and the teaching of music for all pupils irrespective of their talent.

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

52. Children under five are admitted to the reception class on a part time basis in the autumn term of the year in which they become five years of age. Nine children are in a mixed age class with Year 1 pupils. They are grouped by ability for literacy lessons, which generally follow the recommendations of the National Literacy Strategy for children of reception age. They are taught with other children under five for this area of learning each day. At the time of the inspection, the lead practitioner for the early years had just started maternity leave. The other teacher working with under fives is employed on a temporary contract. To rectify the instability in Foundation Stage staffing, a recently appointed permanent early years teacher has replaced the absent member of staff and teaches the mixed Year 1 and reception aged pupils.

53. There were criticisms of the provision for outdoor learning at the time of the last inspection, which has now improved. The balance between teacher directed work and independent learning has also improved. The quality of teaching overall has improved with no unsatisfactory teaching in the Foundation Stage. Improvements in planning, organisation of resources and provision for learning outside made by the lead teacher, appointed following the previous inspection, have contributed well to raising the quality of provision.

Personal, social and emotional development

54. Children have very good attitudes to learning and take responsibility for their own learning well. They start school with high levels of confidence which is built on effectively in many of the self-chosen activities available for the pupils throughout the day. They move freely from one activity to another and show high levels of interest and motivation in the self-selected activities. For example, in a planned speaking and listening activity the children were encouraged to take on roles. The inclusion of a pupil with English as an additional language was good as she was encouraged to take part. Everyone enjoyed celebrating her success as she sang a rhyme with confidence. Relationships with each other and with staff are good. Children learn the rules and expectations of the school. They can concentrate and sit quietly when required. They learn to talk about their feelings and what is special to them and that the special times are celebrated. Many opportunities are provided for children to work as part of a whole class and to take turns and to share fairly especially when they play in the imaginative play area. Teaching in this area of learning is good. Children in the mixed age class are equally well provided for. The children are likely to have exceeded the early learning goals by the time they are five.

Communication, language and literacy

55. Reception age children are taught in two groups for literacy every day. They enjoy listening to stories and readily take on roles in the imaginative play area. They confidently recapped the stories of "Three Little Pigs" and "Goldilocks and the Three Bears". Good teaching helps children to learn to take on roles. For example, when they take turns with puppets that are used to encourage children to listen and to join in when retelling favourite stories. Many activities are geared towards promoting children's language development which is a strong feature of provision for reception aged children. Children are already achieving beyond the early learning goals in this aspect of the area of learning and are likely to achieve well beyond the early learning goals by the time they go to Year 1. The support for a child with English as an additional language is a strong feature. Reading a book together gave the child learning to speak English confidence to join in.

56. Children learn to write their name using the computer and have learned to print this out using the printer. They learn to hear initial sounds in words and can record these appropriately. In one lesson children were taught to listen for the 'e' sound in some letter combinations. Too little time was spent on this to ensure that all the children had grasped what was intended. Using a shared text to help children recognise letter blends is very successful. For example, children quickly learned to identify the 'sh' sound in words as they read a story together. Children form their letters correctly and are beginning to write independently. The children's attitudes to learning are a strong contributory factor in the progress they make through lessons. They are very keen and highly motivated.

57. Planning for the outdoor area includes learning in literacy through the promotion of imaginative play. Children enjoy sharing books and several children are becoming competent readers. There is at times too little challenge for the more able pupils because of lack of opportunities to write more independently with appropriate resources to support this activity. Teaching in this area of learning is satisfactory. The main area for development is to raise expectations of the more able pupils.

Mathematical development

58. Standards are high and pupils are likely to have exceeded the early learning goals by the time they leave the reception class. Children demonstrate they can count forwards and backwards to a 100 using a number square. They know two digit numbers to 20, and are confident in the understanding of numbers to 20, easily counting on and back from various starting points. Teaching is good, particularly in the whole class carpet sessions, where there are high expectations. Although some of the reception class children are taught alongside Year 1 pupils this effectively extends the reception-aged pupils. Group activities are well matched to the two year groups in the one class. Children can sort numbers to 10, play snap with two digit numbers. At times the work sheets require very little of the pupils and are less challenging. Generally, children use a range of appropriate vocabulary, particularly in their play. Involvement of the adults is good and helps children to apply their learning to practical situations.

Knowledge and understanding of the world

59. Children enter the reception class with a reasonable general knowledge. They build on this through discussions and activities to help them to understand more about themselves, where they live and how they have changed since they were babies. For example, in a discussion about special days children recalled special places and events in their lives. Teaching is satisfactory. The outdoor area is used to support their learning and to learn about their surroundings. A small group of children drew imaginary maps based on nursery rhymes and talked about the features on the plans. Children showed confidence in using the computer as they wrote and printed off their names. A high priority is given to allowing children to explore and to investigate using different materials. They are encouraged to select materials and tools safely to construct and to build. Children are likely to have exceeded the early learning goals in this area by the time they leave the reception class.

Physical development

60. The development of the outdoor play area has been a major factor in helping the children to make good gains in their learning. In addition, children have regular access to the hall where they learn to use space appropriately and enjoy moving around in different ways and at different speeds. They begin to show good levels of control as they slow down and speed up. The quality of teaching is good. Effective questioning encourages children to share how they feel after running around and getting very hot. Small apparatus is used to develop hand/eye coordination skills. Good opportunities are provided for children to take turns and to share equipment. A range of creative activities is provided to help children develop skills of cutting and sticking. Children are likely to have exceeded the early learning goals by the time they leave the reception class.

Creative development

61. Children exceed the expectations of the early learning goals. In painting pictures of Red Riding Hood, for example, children showed a good level of skill as they used appropriate colours and painted fairly mature pictures. Singing and music overall is given a high priority through the school. Children enjoy singing and sing tunelessly. Most children are articulate and use props in the role play area with skill and imagination. They confidently take on roles of characters in stories they have read, for example, Red Riding Hood. The teaching is good in both classes.

ENGLISH

62. Results of the 2000 National Curriculum tests for Year 6 pupils showed that standards were above average in relation to all schools and schools in similar circumstances. A third of pupils exceeded national expectations, which was slightly more than the typical school. The standard of work is above average and, for a significant minority of pupils, is well above average. Achievement is steady throughout the school. Results of the 2000 National Curriculum tests showed that in Year 2, standards were very high in reading and well above average in writing. Work seen during the inspection indicates that in the present Year 2, the standards of the majority of pupils are above average in both reading and writing and a significant minority of pupils are well above average. As the overall standard of attainment on entry to the infants is above the expected average, the standard of current work shows that progress over time has been steady for the majority of pupils. Standards have improved since the last inspection. Pupils with special educational needs make very good gains in their learning.

63. Throughout the school, speaking and listening skills are very good. The importance of listening carefully is emphasised and teachers' questions probe and challenge pupils to give thoughtful answers. They are encouraged to speak clearly giving reasoned answers and to hypothesise and present ideas logically. In Year 2, influenced by the teacher's own love of language, pupils have an increasing awareness of audience when reading poetry. They are beginning to relish the sounds of words in poems like 'Cats' and 'Down in the hollow' and appreciate the effect of the use of repetitive language and good vocabulary in colour verses. A comprehensive collection of poetry books is

available for pupils to enjoy in their own time. By Year 6, many pupils converse freely using phraseology that is more advanced. However, when reading their work aloud they do not always follow the role of their teacher by using expression and punctuation to flavour their reading.

64. By the end of the infants, higher attaining pupils read fluently with understanding and expression. As reading skills are emphasised, they have several strategies to decode unknown words and to correct their own mistakes. All are familiar with contents and indexes and use them correctly, however few pupils have as wide a knowledge of authors as is usually found in pupils of this age. By Year 6, most pupils read widely for pleasure choosing books from home or from the wide variety of classical and modern literature available in the class libraries. They enjoy challenging texts and are familiar with a good range of authors. They are able to compare works by, for example, Dahl and Dickens identifying differences in style, content and language. They recognise innuendo and hidden meanings in fiction and poetry and higher attaining pupils decode multisyllabic words and advanced graphemes. Although they use books well for research, the pupils do not have sufficiently wide library research skills. There is limited space for a comprehensive school library.

65. By the end of Year 2, higher attaining pupils write long, interesting stories recalling tales and events or stories from their own imagination. They have a good structure and sentences become longer and are joined with simple connectives. Although pupils use capital letters, full stops and simple speech correctly, higher attaining pupils do not sufficiently include more advanced punctuation such as question marks and exclamation marks. Spelling is taught effectively and pupils know appropriate spelling rules. However, in their infant years, pupils use worksheets too frequently. Although these have structure, they lack the challenging tasks higher attaining pupils need to improve their work. Early in the juniors, pupils enjoy poetry and have written colourful verse in haiku, rap, and rhyming couplets. They include metaphors and rich similes for example, 'like a raging bull waves crash against the harbour wall' and 'night creeps like a shawl of darkness over the light'. Here, very effective marking by the teacher helps pupils improve their work and developmental points are regularly discussed each day.

66. The quality of teaching is good. Teachers question skilfully and pupils' powers of deduction are developing to a very high standard. They give thoughtful answers with sound textual evidence. By the end of Year 6, excellent teacher support, and a brisk pace, helps booster groups develop their work well. Overall, extended writing has progressed steadily in its development. It includes structured paragraphs and stories unfold to a proper conclusion. Although many pupils use more complicated sentence structure and descriptive phrases, their spelling is often careless. Higher attaining pupils do not regularly include the more advanced syntax they have learned and frequently settle for the mundane rather than using a more adventurous vocabulary. This was exemplified in work on the 'The Jabberwocky'. Although pupils quickly grasped the rhyme and metre of the poem, when writing a different version they did not automatically use a dictionary or thesaurus to improve their work. Too much time is given to colouring work sheets in one infant class, which reduces the value of their work. Throughout the school, pupils' work is marked regularly, although many teachers do not include constructive comments to help pupils develop their knowledge and understand of language skills. There is limited use of information and communication technology to present pupils' work.

67. The National Literacy Strategy is implemented as recommended in most classes but in a minority, lessons are too long. The pace of such lesson often slows and many pupils lose the high levels of motivation and active engagement for which the strategy is intended. Moreover, the strict adherence of some teachers to a published scheme and consolidating knowledge on work sheets restricts the individual development of pupils.

68. The coordinator has only recently been given responsibility for English throughout the school. Since then she has worked hard to support teachers. She has monitored lessons and given them appropriate verbal and written feedback identifying strengths and developmental points. She has introduced more consistent assessment procedures and held whole school sessions to discuss and moderate samples of work. Targets are set for individual pupils from baseline tests from Year 2 to Year 6 and their progress is tracked. Although some planning is monitored she does not yet have the opportunity to see whole school planning and discuss continuity and progression of strategies. Test results for Year 2 are analysed carefully to identify weaknesses and discussion takes place to identify reasons. In 2001, she will have the opportunity to complete a similar exercise with Year 6 results.

69. Arrangements to check the application of literacy skills across the curriculum are generally informal. Pupils apply literacy skills in their recording of science investigations, recounting historical events and describing features of landscapes in geography. In a Year 4 sequence of lessons, very good links between literacy planning for the week and history were made. Pupils learned to read an information text linked to the Ancient Greeks in English.

MATHEMATICS

70. The standard of current work is above average. The results of the 2000 tests at the end of the junior stage showed that the percentage of Year 6 pupils reaching the expected level was average, with a slightly higher than average proportion who exceeded expectations. In the juniors, results have remained at average or better levels since 1996, reaching a high level in 1999. Compared with schools with pupils from similar backgrounds, results were above average. While results nationally have improved, the results at the school have remained at a similar level and show no overall improvement.

71. The results of the 2000 national tests at the end of the infant stage showed that the percentage of pupils in Year 2 reaching the expected level was close to the national average while those reaching the higher level was a little above the national figure. Pupils' performance was average when compared to the performance of pupils from similar backgrounds in other schools. Taken over a period of five years, results for the infant stage have consistently been above the average but have shown no overall improvement during that time while results nationally have improved. There is no appreciable difference in the performance of girls and boys.

72. Current standards are above average in the juniors and average in the infants. Evidence from the previous inspection carried out in 1997 suggests that standards remain similar to those seen at that time. By the end of the junior phase, most pupils have developed and can explain their own strategies for solving problems and are able to record their findings in an appropriate way. This is a strong positive feature of many junior lessons. Pupils understand multiplication and division and have a good knowledge of place value. An appropriate range of mathematical topics is provided which includes angles and shape, fractions and decimals; pupils have a secure understanding of the use of coordinates to find locations. Information and communication technology is insufficiently used to develop the pupils' numeracy skills.

73. By the end of the infants, two thirds of pupils are able to use numbers confidently and apply their knowledge to solving mathematical problems. They develop a good subject vocabulary and begin to develop more confidence in mental calculation. Most add and subtract numbers up to 20 with confidence with the more able pupils being able to explain strategies to calculate problems that are much more difficult. They understand odd and even numbers and can recognise patterns in a series. They understand phrases and words such as double and halve, total, more and less than, and begin to estimate with reasonable accuracy. Many have a secure understanding of the values of money up to 50p and are able to give change in problem solving. An appropriate and balanced range of mathematics topics is covered although currently there is little evidence of children's information and communication technology skills being developed to extend mathematical skills.

74. In both key stages, pupils have appropriate opportunities to apply their skills to other subjects. Knowledge of time is applicable in history for developing a sense of chronological order; pupils understand negative number and how they apply to the study of temperature and pupils use measuring skills in design and technology. Their study of coordinates is useful in their study of maps in geography.

75. The quality of teaching in the majority of lessons is good. For a majority of pupils, the pace and quality of learning is satisfactory but for some higher attaining pupils there is insufficient challenge to extend their skills and knowledge. This is well illustrated in the scrutiny of pupils' work where pupils of average as well as those of above average ability are provided with the same work. Where teaching and learning are good, the pupils are told what they will have learned by the end of the lesson. Mental strategies are well planned and the lesson is taught with enthusiasm and pace. Direct teaching in these good lessons is clear and the purpose explained to pupils. Expectations are high. Questioning challenges pupils' ideas and ensures that they have a good understanding, which they demonstrate through their explanations of their problem solving strategies. In some classes, this is not the case. A scrutiny of pupils' work across the school shows that in some lessons there is too much dependence on the commercial scheme. This overuse of the commercial scheme results in an over-dependence on work sheets that are not suitably challenging and, in some cases, not relevant to pupils that are more able. Most pupils concentrate well and strive to do their best. Only when the challenge is limited or the task becomes repetitive does attention wander resulting in a slower pace.

76. The introduction of the National Numeracy Strategy has focused teachers' work and is bringing about improvements. The quality of teachers' planning usually provides clear detail of the skills and knowledge to be learned by pupils. It does not always provide a useful weekly overview of what is to be covered allowing teachers to chart long-term progress in learning. The use of homework is mostly consistent and usually adds appropriately to the content of the lesson. The quality and consistency of marking varies from class to class. Where it is good, comments are designed to improve the pupils' work. Consistently completed corrections are not a feature of all classes at either stage.

77. The monitoring of pupils' knowledge and understanding is regularly carried out. Procedures for assessing pupils' standards of work are in place and testing takes place each half term. This information and that gained from

optional and national yearly tests are analysed to ensure that the strengths and weaknesses in pupils' knowledge are identified. Some teachers modify their lessons in the light of what pupils have learned; this is good practice. Monitoring of the quality of teaching through observation of lessons is not yet sufficiently established. The use of information and communication technology is not a sufficient part of the mathematical provision.

SCIENCE

78. Standards are good for eleven-year-old and seven-year-old pupils. Results of the 2000 national tests at the end of the junior stage show that the percentage of pupils attaining or exceeding the expected level was well above average compared to schools nationally and also against similar schools. Half the pupils exceeded expectations, which was well above average. The performance of girls was a little better than that of boys. Over the previous five years, results have always been well above average except in 1998 when they dipped to average levels. Improvements in results are similar to those seen nationally.

79. At the end of the infant stage, the pupils' attainment in 2000 was very high with all attaining the expected level and a well above average proportion attaining the higher level. These findings are based on teacher assessments rather than tests. During the inspection, evidence from lessons, scrutiny of pupils' work and from informative interviews with pupils, reveals that by the end of the juniors and the infants, pupils' attainment is above average and this is an improvement on the findings of the previous inspection.

80. An important factor in the development of pupils' understanding and use of science is the amount of experimental and investigative work undertaken. This occurs throughout the school. The quality of observations made by pupils is very good and these are recorded using skills developed in other subjects such as English and mathematics. Work is recorded using accurate technical vocabulary and it was plainly obvious during interviews that pupils used this scientific language confidently and naturally. This method of working appropriately challenges pupils that are more able while others also benefit at their own level. In only one class were pupils regularly asked to copy work rather than to record their own findings.

81. By the end of the infant stage, pupils understand the elements of a healthy meal, are familiar with appropriate vocabulary such as proteins and carbohydrates, and have the skills to carry out a survey into healthy lunch boxes. Pupils develop their reading and writing skills well when they find out information on dinosaurs and many can recall the names of several. Pupils make detailed observations of their senses, for example, they observe the action of light on the eye and which areas of the tongue sense differing tastes. Work is very much focused on the practical aspect of science, which is good practice.

82. The theme of investigation continues into the junior stage. In a good lesson in Year 3, pupils investigated magnets, tested, and recorded their findings with some surprising results. This work creates great interest and pupils are eager to discover more for themselves.

83. Despite the limited opportunities to observe lessons, it is clear that the quality of teaching and learning is good. Lessons are appropriately planned and pupils are provided with clear information and instructions on what they are to learn and how they are to carry out their work. This ensures that learning is focused and progress for most pupils is good. Teachers' expectations are usually high and this helps to ensure that the quality of work and its presentation are good. Marking is generally satisfactory with some useful comments made designed to improve standards. However, the quality of this is not consistent. By the end of the junior stage pupils are able to talk about experiments they have completed in detail. They are familiar with and use vocabulary such as condensation, evaporation, reversible and irreversible change, solutions, action and reaction. They possess a very clear understanding of a fair test and describe how they use this in experimentation. They understand electrical circuits and produce clearly labelled work illustrating changes produced by the addition of extra bulbs. They know about the causes of friction and how this affects movement. The subject enthuses the pupils, so that they want to know more about the things that happen around them. This is due in large measure, to the methods used. Assessments of pupils' knowledge and understanding of science are carried out at the end of specific topics. Systematic detailed, useful and consistent cross-school recording of this information remains to be fully developed.

84. Leadership and management of the subject are the temporary responsibility of two teachers currently. A coordinator is due to be appointed in the near future. In the meanwhile the temporary coordinators have drawn up an action plan and check planning, although the priority to this is much less than for the other core subjects.

ART AND DESIGN

85. Two lessons were seen. Other evidence was gained from looking at displays and photographs, scrutinising pupils' work and teachers' planning and talking to pupils. Overall, the standard of work meets expectations at the end of the infant and junior stages. However, there are some examples of good and very good work. Pupils make steady progress. The provision has improved since the last inspection, when standards were average.

86. A suitable range of resources is provided for pupils to work with a variety of media, to print and to make

sculptures of clay. Early in the infant department, for instance, pupils make models of dinosaurs. Sound preparation work by teachers has helped to develop pupils' artistic knowledge and skills effectively. They have encouraged pupils to look carefully at pictures and models, observing colour, texture and movement before starting work. Consequently almost all of the models pupils have made are of good quality and some are very good. They are well proportioned and convey a real feeling of action. Colours are chosen to depict camouflage appropriately and tooling effectively conveys the feeling of rough skins. Towards the end of the junior stage, some pupils have carefully shaped clay masks depicting the emotions of horror, sadness, anger, and worry. Others have made coil, slab and thumb pots. The quality of their work is improved because teachers have planned useful preparatory practice in moulding and shaping clay and of using tools to smooth, imprint and give texture.

87. Throughout the school, teachers ensure that pupils have opportunities to improve skills in using paint, pencil, crayon, pastel and charcoal. Particularly good examples of this were where pupils had chosen a specific medium to illustrate the images that sprang to mind whilst listening to the music 'Pictures at an Exhibition' by Mussorsky. Consequently, lively paintings of houses on hen's legs, pastel drawings of egg ballerinas, and charcoal sketches of castles, adorn classroom walls. Teachers value pupils' work and in many parts of the school, work is displayed tastefully. Towards the end of the junior stage, pupils are combining ICT and pencil drawing to investigate how artists depict movement in their work. They are arranging computer-printed images in triplicate and using this as a basis for their drawings. During the lessons pupils discuss their work with the teacher in a mature and sensible way. Probing questions encourage them to think about their work, to develop understanding of concepts, and to improve technical skills. Throughout the school, sketchbooks are used well to plan, practise, compile, and develop ideas.

88. The coordinator is working to develop art and design within the curriculum and is using the new national guidance documents together with her own ideas to develop a scheme of work. She monitors teachers' planning and keeps photographic evidence of good practice to inform and advise teachers. She has organised a full-day workshop with a practising artist who will give teachers guidance on developing skills in a variety of media and provide opportunities for them to practise techniques. A variety of experiences are arranged to enrich pupils' knowledge and understanding for example, archaeological digs, sketching Victorian architecture and William Morris stained glass windows and visiting museums and art galleries. Professional potters and painters visit to share their expertise.

DESIGN AND TECHNOLOGY

89. One lesson of design and technology was observed. Other evidence was gained from scrutinising displays, pupils' work, teachers' planning and from talking to teachers. Although there are examples of good work, overall the standards of attainment meet the expectations for pupils' ages at the end of both infant and junior stages. Pupils make steady progress.

90. Teachers' planning indicates that work in design and technology is often a cross curricula activity involving other curriculum areas. This was particularly so in an infant class where pupils were looking at the principles of planning when designing a poster. The class teacher was well prepared with suitable examples and discussed these thoroughly with the pupils emphasising lay out of lettering, choice of colour and use of illustration. She added much humour and held their interest and attention. Consequently, as the pupils worked they continually addressed the position of their lettering and looked at individual ways of illustrating their work to give maximum eye-catching effect. When they coloured their work they did so with care. A classroom assistant very well supported pupils working with a 'Print Artist' program on the computer. She guided them through the more complex commands so that they too produced effective posters and their delight and satisfaction as they printed them was obvious.

91. In the junior class where pupils had been discussing methods of making and decorating bags, detailed preparation by the teacher ensured high quality designs and prototypes. Carefully sewn samples of decoration and constructions of paper bags were effectively displayed. The example set by the teacher and the good quality materials provided encouraged the pupils to work with care and consideration. Older pupils have spent time making prototypes of containers and, guided by their teacher, have evaluated this activity thoughtfully and in detail. They have experimented with simple frames to find ways of making them sturdy and discussed the suitability of materials to provide a waterproof covering. The teacher has led good quality investigative work and because of this, pupils in small groups are now sharing ideas very sensibly, developing designs and justifying their choices based on problems previously encountered.

92. Teachers plan the subject. There is no coordinator for design and technology to monitor planning and ensure that progression and continuity of skills occurs between and within year groups. There was a similar finding at the last inspection. The last inspection found that the subject was not taught consistently through the junior department. This has now been rectified, and design and technology is planned in every year group throughout the school.

GEOGRAPHY

93. Standards are high in the juniors and average in the infants. Pupils generally achieve satisfactorily, with some examples of high achievement due to good teaching in Years 3 and 5. Year 6 pupils showed they had a good understanding of enquiry and knowledge of places and talked about a recent visit to a residential centre using appropriate questions. Pupils learn to interpret maps to find routes and various features. Pupils with special educational needs are integrated well; their achievement is good.

94. Standards at the time of the last inspection were high in the infants and the juniors. They are still high in the juniors. Standards in the infants, based on an analysis of work completed, are just average. Recent changes to curriculum planning in the infants, based on a cycle of topics, has meant that the amount of time given to the subject is insufficient to teach the programme of study in full.

95. In the juniors, the subject is generally well taught. Pupils have a good understanding of wider issues in the world. The national scheme of work is used effectively. Pupils learn about other countries and are encouraged to challenge stereotypes they may hold, particularly about some of the countries in the Third World. Very good use of resources to do this contributed well to helping Year 5 pupils develop their understanding of the way people from the developing world live.

96. Younger pupils in the juniors learn about climates in different parts of the world. Teaching effectively builds on the pupils' own travel experiences. Pupils know about the effects of the sun on equatorial environments and use terms such as desert and tropical with understanding. Infant pupils learn about the effects of litter on the environment. Generally the pupils' knowledge of the subject, particularly the way in which they apply skills in map reading and recording their work, is limited. The pupils used prior knowledge to interpret the symbols on the ordnance survey maps, but there was little opportunity to extend their learning. The quality of learning is enhanced through the use of appropriate resources. Atlases are generally used to help pupils locate unknown places and fieldwork is an integral part of the subject in Year 6.

97. Pupils throughout the school are well motivated and keen to learn about different places. Many pupils have travelled widely and bring a good understanding of what it is like in places in the United Kingdom and further afield. Teaching is often challenging and extends beyond the basic recommendations of the national scheme of work. For instance in Year 5, high attaining pupils explained well some of the misconceptions people generally hold about living in India. The ongoing topic "In the News" helps to develop pupils' understanding of different cultures and some of the problems encountered as a consequence of famine, floods and war.

98. The management of the subject is the responsibility of two teachers. However, this strategy has been adopted by the headteacher due to the staffing changes and to ensure that there is support for the newly appointed teacher to the coordinator role. Training has focused on the juniors and the coordinators both feel that the organisation of the curriculum in the infants is reducing the time allocated to geography, which has in the past been a strength throughout the school. There are a few staff with limited knowledge of the ways in which the subject should be taught due in part to lack of training opportunities since the introduction of the National Literacy and Numeracy Strategies. Opportunities to apply basic literacy and numeracy skills to this subject are limited.

HISTORY

99. Standards and achievement are good in the juniors and satisfactory in the infants. Standards are high in the juniors because pupils are taught essential enquiry skills and to interpret past events when finding out about past times. For example, pupils used illustrations on Greek vases to find out about the way of life of the period. In the infants, the subject is combined with other subjects and organised as a cross-curricular topic. At times the knowledge, skills and understanding to be learned are unclear in the planning of the work completed by the pupils. As part of a litter topic, pupils were expected to learn about the collection of rubbish in the past and how it differs today, but the focus was not on this in the discussion. To prepare the pupils before they watched a video. Consequently, pupils learned very little about the past due mainly to weaknesses in the subject knowledge of the teacher and the inappropriateness of the resources.

100. Teaching throughout the infants is satisfactory. Teaching is good in the juniors. Well prepared resources, such as reference books, videos and the Internet are used well to help pupils understand that a range of evidence is used to help them understand that the past was different to the present. Planning, which is based on a national scheme of work, is detailed in the juniors and indicates how progression in learning is to be achieved week by week.

There are very good opportunities provided to link history and literacy. In Year 4 literacy lessons pupils learned about information texts which all linked to the history unit of work. Pupils learn how to organise information and to note the key headings and historical terminology. Teaching in the infants would improve if the topics chosen had a stronger historical dimension to them and built systematically on the previous knowledge of the pupils. The structure to do this is included in the national scheme of work, which is used to good effect in the juniors. The marking of pupils' work throughout the school lacks challenge and expectations of presentation are not high enough in some classes.

101. The subject and time allocated to teach it have suffered in past years due to time spent teaching the core subjects and a reduction in the time allocated to history. For example, in the infants it is only taught once a week along with science and geography. The management of the subject too has been neglected in the recent past due to staffing changes and priority being given to other subjects in the development of the school. The headteacher has some responsibility for the subject along with an infant teacher who takes responsibility for Key Stage 1 only. To achieve continuity and progression in meeting the requirements of the programme of study an overall coordinator for the school is desirable. Some teaching shows that the subject is an excellent vehicle for applying literacy skills. A more coherent approach to this throughout the school is lacking at present. At the time of the last inspection the role of the coordinator was under-developed and the development of skills and the full requirements of the programme of study were areas for development. The situation remains as it was, apart from a good effort in the juniors to use the subject to apply literacy skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. Very little direct teaching of information and communication technology (ICT) was seen during the inspection. Evidence was gathered from talking to pupils and scrutiny of school documents. This reveals that by Year 6 many pupils have a broadly satisfactory knowledge of the basic uses of information and communication technology. However, it is uncertain how much of this knowledge has been gained in school. The potential for pupils to use information and communication technology and to spread its use across the curriculum is largely unexplored. Some use of word processing skills is seen in English and, on occasions, pupils compose their work straight onto the screen. Evidence from other subjects is very limited. The use of computer technology to enhance the progress of pupils with special educational needs is also under developed. This is a judgement similar to that made in the previous inspection.

103. By Year 6 pupils have acquired an appropriate range of skills. Opportunities to use computers have increased and pupils now use programs to improve their skills level. They understand how to change fonts, to delete and mouse control skills are appropriate. Keyboard skills are satisfactory. Some older pupils are able to import pictures when completing work and have sufficient skills to use cut and paste techniques. They have used controllable toys and can program them so that they can follow a given route. The school is connected to the internet and a small number of pupils have experience of this in school. More have experience of its use at home with several having their own 'e-mail' addresses. CD-ROMs have limited current use and the school has not yet developed this sufficiently as a resource. Insufficiently regular use is made of the facilities for pupils to demonstrate confidence or a high degree of competence in their research and retrieval skills.

104. Progress made by pupils is unsatisfactory given prior overall attainment. The school does not currently ensure that all the requirements identified in the National Curriculum programmes are covered to develop pupils' skills in each area. For example, little current use is made of database programs or spreadsheets and pupils have little experience of modelling with a computer. Information and communication technology is under-used to support work in other subjects, for example, in gathering and representing data in science and mathematics, or for research purposes.

105. The school is developing detailed plans to improve the quality of the teaching and presentation of work. Teaching staff are in the process of receiving training and their knowledge, understanding and confidence in the use of information and communication technology is increasing. Additional resources to ensure appropriate levels of the direct teaching of skills are planned. Policies, schemes of work and systems to assess pupils' skills are currently being developed. The school recognises the need to provide an appropriate challenge for more able pupils and to ensure that full use of information and communication technology is made across the curriculum.

106. Little classroom time is allocated specifically to the teaching of information and communication technology and very little direct teaching was seen during the inspection. Access of pupils to the computers is not well planned or organised. On the few occasions when computers were used in lessons, their use did not always reflect or support other learning taking place. Interaction by teachers was minimal and often failed to develop pupils' skills sufficiently. The school's development plan acknowledges the under -development of the information and communication technology and it is a major focus for improvement in the immediate future.

MUSIC

107. Three lessons of music were seen together with two sessions of singing, one infant, and one junior. Other evidence was gained from looking at displays, scrutinising pupils' work, talking to teachers and pupils, looking at teachers' planning and observing extra curricular activities at lunchtimes and after school. There was no opportunity to observe infant pupils play instruments, compose tunes or listen to music. However their standards in singing were above the expectation for their ages and they make good progress. The standards pupils attain by the end of the junior department are above expectation for their ages and they make good progress. The quality of singing and instrumental expertise in the out of school activities was well above the standards expected for their ages. These pupils make very good progress.

108. The teacher in charge of infant singing enjoys music and her pleasure is relayed to the pupils, consequently they too enjoy singing sessions especially when actions accompany words. They are encouraged to smile as they sing and this improves the tone and pitch of their singing. They memorise songs well and have clear diction. Following the teacher's conducting, they pay attention to pause, rest, and to elongated notes. Planning for the lesson includes songs with a variety of different rhythms of varying duration and pupils perform these successfully. They are able to change key and are able to sing in correct pitch. Guided by the teacher they address simple dynamics, soft and loud, and this colours their singing.

109. These early skills are built upon successfully in the junior department so that when they sing together pupils have good tone and clear diction. The teacher emphasises dynamics, pitch and tempo consequently they have an increasing understanding of phrasing and musical expression. She encourages good posture and suggests places to take a breath and pupils understand that this will improve their singing. Benefiting from the expertise of both conductor and pianist, pupils who sing in the junior choir attain a high standard and have good awareness of performance and audience.

110. Teachers provide suitable opportunities for junior pupils to progressively build upon their knowledge of notation because of their sound knowledge and understanding of the requirements of the curriculum. Younger pupils are able to compose simple bars of music with crotchets and quavers. Effectively supported by their teacher, they string several bars together to make a simple tune and then clap these rhythms correctly. Older pupils are able to produce graphic scores for six instruments. Teachers inspire all pupils who attend out of school activities. The orchestra, which meets after school, has woodwind, string, brass and percussion sections and over twenty pupils take part. They play well together and particularly enjoy performing popular signature tunes. Drumming and recorder groups are held at lunchtime. Here too pupils practise hard, they are tutored effectively and are becoming proficient musicians. Many pupils also benefit from instrumental tuition by peripatetic music teachers.

111. Music has been a priority in the school development plan. The coordinator has worked hard to produce a new scheme of work integrating previous ideas and the new national recommendations. This supports teachers enabling them to deliver a full curriculum. She has lead in service training to support teachers' understanding and has compiled a list of suggestions and ideas for them to use. She has drawn up whole school plans that ensure continuity and progression of skills. Resources have improved and now include tuned instruments as recommended at the last inspection. The musical curriculum offered to pupils is further enriched by involvement in mass choirs, joint performances with an adjoining school, concerts at school and church and a performance at the theatre during its summer season of arts. In the summer of 2000 they enjoyed a musical workshop with a South African artiste. This year they hope to enjoy an Indian experience. Standards have improved since the last inspection. Pupils take part in a wider range of musical activities now than previously. Resources have improved.

PHYSICAL EDUCATION

112. Standards are satisfactory. The full range of activities within the physical education curriculum is covered, with careful attention being paid to the more adventurous aspects of sport. The curriculum is also well supported by a range of out of school activities, which suitably enhance the programme and enable pupils to develop their skills. A residential visit for older pupils adds appropriately to their experience of new skills such as skiing.

113. Progress overall is satisfactory but for some who actively join in the full range of activities it is good and some acquire a high level of skill. This is a judgement similar to that made in the previous inspection. Teaching and learning in the lessons provided are always at least satisfactory and sometimes good. Planning is appropriate with thought given to the skills to be taught. This was apparent in a Year 4 lesson in which pupils developed their orienteering skills while being involved in strenuous physical activity. Gymnastics teaching is usually good. Pupils

are well trained and thoughtful about their actions but more attention could be paid to the quality of pupils' work. In some lessons, pupils' demonstration is used very well to improve standards.

114. Pupils try very hard to please their teachers and respond very positively to praise. They work well in small groups and in pairs. Pupils learn to set out apparatus, which they do carefully and responsibly although this could sometimes be done more quickly. Dance is part of the curriculum and pupils worked well together to learn steps to country dances, moving well to the rhythm. In all the lessons seen, pupils had good attitudes to physical education and enjoyed the provision that the school makes for them. This includes the playtime activities, which extends their catching and throwing skills but also includes games such as playground chess. Pupils work hard to improve their skills and the quality of their movement. Evidence of other physical activities taking place is in teachers planning and in school documents. There were no opportunities to see pupils swimming or take part in athletics although these are covered. Pupils also benefit from opportunities to take part in competitive sports and during the inspection girls were involved in a football tournament.

RELIGIOUS EDUCATION

115. The subject has been a high priority for development in recent years. It is taught as a discrete subject following the requirements of the local syllabus. Standards and achievement are generally satisfactory as they were at the time of the previous inspection. Junior pupils talk about different religions and have good knowledge of Islam. In most classes, the work of pupils reflects the high priority given to the Christian faith through the study of festivals and celebrations throughout the year.

116. Standards would be higher and achievement better if more use was made of pictorial resources and artefacts in lessons, particularly in the juniors. For example, the work on symbolism by Year 5 pupils was hampered initially by lack of resources to exemplify the Catholic faith. In Year 3 pupils learned to understand that the perception of a God may vary between people of different faiths. Because of good teaching, they begin to understand that all living things are part of a greater Being and link this to the ways in which the environment is cared for.

117. The management of the subject is good. Samples of work have been collected and moderation of the standards to be achieved has been completed. The coordinator checks all medium term planning and is currently in the process of integrating the new syllabus with the one currently in use. The subject meets the requirements of the local syllabus, which is currently being reviewed. The coordinator is effective in her role. She has monitored teaching and has compiled a portfolio of work that is useful for staff