

INSPECTION REPORT

UPTON CROSS PRIMARY SCHOOL

Upton Cross, Liskeard

LEA area: Cornwall

Unique reference number: 111956

Headteacher: Mrs Laura Galvin

Reporting inspector: Mr Paul Baxter
25217

Dates of inspection: 21-23 May 2001

Inspection number: 194758

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 5-11

Gender of pupils: Mixed

School address: Upton Cross
Liskeard
Cornwall

Postcode: PL14 5AX

Telephone number: 01579 362519

Appropriate authority: The Governing Body

Name of chair of governors: Mr Roger Cullingham

Date of previous inspection: April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Baxter	Registered inspector	English Mathematics Information and communication technology Music Physical education Religious education	The school's results and achievements How well are pupils' taught? How well is the school led and managed?
Judith Telfer	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Alison Cogher	Team inspector	Under-fives Equal opportunities Special educational needs Science Art and design Design and technology Geography History	How well are the curricular and other opportunities offered to pupils?

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This primary school for pupils aged between four and 11 years is below average in size and it serves the rural community of Upton Cross about six miles from Liskeard in Cornwall. It has 75 full-time pupils of whom 33 are boys and 39 are girls and there are also 3 part-time children, who are all boys, in the reception class. Most pupils come from the local area which is generally average in socio-economic terms. At present there are 16 pupils with special educational needs in the school, a broadly average number. Four pupils have statements of special educational needs, a proportion that is well above that found nationally. Three pupils from travelling families attend the school and two of these are from ethnic minority backgrounds. No pupils receive support for English as an additional language. Very few pupils are eligible for free school meals, and this is well below the national average. Approximately ten per cent of the pupils enter school at other times and several of these pupils have special educational needs. Taken together the children's attainment on entry matches that found nationally.

HOW GOOD THE SCHOOL IS

Upton Cross is a good school with special strengths, notably the excellent ethos of harmonious learning, the very good leadership and the consistently strong teaching. By developing and teaching a rich curriculum, in full partnership with the parents, staff are promoting good achievement by the pupils. Standards are above average overall and the school provides good value for money.

What the school does well

- Standards for pupils aged 11 are above the national expectation in English, science, art and design, history and physical education and pupils achieve well in relation to their prior attainment as they move through the school.
- The pupils enjoy excellent relationships with each other and with staff and demonstrate very good attitudes and behaviour.
- The teaching is very good in a quarter of lessons and it is good overall.
- The provision for the pupils' spiritual, moral and social development, for their health and welfare and for pupils with special educational needs is very good.
- The headteacher, staff and governors have a strong capacity to succeed and ensure a very good educational direction for the school.
- The school provides very good extra-curricular activities.
- The pupils derive much benefit from the school's very good links with the parents and the community.

What could be improved

- The presentation of the pupils' work, especially handwriting.
- The teachers' marking and assessment of the pupils' work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement and has rectified most of the key issues for development since the last inspection. It has been particularly successful in improving and widening the planned curriculum, in strengthening the co-ordination of subjects and in planning the future development of the school. Teaching has been strengthened and, as a result, standards have risen significantly, especially in English, mathematics and science. Pupils now make good progress as they move through the school compared with the satisfactory progress found at the time of the last inspection. Improvement has been good overall since the last inspection and there is a clear vision and a shared commitment for the future, with a strong capacity to improve further.

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	E	B	A	C
Mathematics	C	A	D	E
Science	E	C	C	C

Key	
Very high	A*
well above average	A
above average	B
Average	C
below average	D
well below average	E

Care must be taken when evaluating the pupils' performance in national tests and teachers' assessments due to the small number in each cohort at this school, since substantial variation can occur from year to year. Results in recent years continued a trend of slightly rising standards matching the trend found nationally. Inspection shows that pupils make good progress in Key Stage 2 and by the age of 11 attain standards which are above the national expectation in English, science, art and design, history and physical education. Standards meet the expectations of the locally agreed syllabus in religious education and are in line with the national expectations in all other subjects. The above average overall level of pupils' attainment is significantly higher than the average overall standard identified at the time of the last inspection. Taken together, most pupils make good progress in Key Stage 1 and attain standards which exceed the national expectations by the age of seven. The pupils' work shows that they make good progress over time. Younger children in the reception class also make good progress and attain the early learning goals set for their Foundation Stage. Pupils who have special educational needs and potentially higher-attaining pupils also make good progress in lessons. In response to strong and consistent teaching, most pupils achieve well in relation to their prior attainment by the time they leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very good attitudes and are eager to learn. These are underpinned by an excellent ethos which promotes harmonious and successful learning experiences.
Behaviour, in and out of classrooms	Very good with no pupils excluded in recent years.
Personal development and relationships	Relationships are excellent. Pupils accept responsibility willingly and show very good personal development.
Attendance	Very good, well above the national average.

TEACHING AND LEARNING

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

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

Teaching is a strength across the whole school. It is good overall and was satisfactory or better in all the lessons observed. The teaching was very good in 25 per cent and it was good in 54 per cent of the lessons seen. Due to the school's cycle of planning it was not possible to judge the quality of teaching in design and technology, geography and history in Key Stage 1 and art and design and geography in Key Stage 2. The teaching is satisfactory in English and religious education but it is good in all other subjects where judgements are made. The teaching of pupils with special educational needs is also good. The quality of the pupils' learning matches the quality of teaching in almost all lessons. The teachers' strong knowledge of subjects and their very good management of the pupils' behaviour support their successful teaching. The staff work well as a team and promote excellent relationships, which aid the pupils' learning. Standards are rising across the school because the teachers are enthusiastic and are very clear about what they expect pupils to learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall; provision is enriched by very good practical experiences such as residential visits, field trips and extra-curricular activities which widen the pupils' understanding of the world.
Provision for pupils with special educational needs	Very good support which is well matched to pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The very good provision is underpinned by equally good role models of staff and includes particularly strong support for the pupils' spiritual, moral and social development and good support for cultural development.
How well the school cares for its pupils	Very good, especially in ensuring the pupils' health and welfare. Satisfactory procedures and use of assessments of pupils' work, but scope to enrich pupils' learning by improving the quality of marking.

The school cultivates and enjoys a very strong partnership with parents and the community and these make a very valuable contribution to the pupils' achievement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall, the excellent ethos, nurtured by the previous headteacher and continued by the new headteacher and staff, is fully endorsed by the whole school community and strongly aids learning.
How well the governors fulfil their responsibilities	The governing body gives good support to staff and meets most of its legal obligations, with the exception that daily acts of collective worship do not always meet the statutory requirements. However, the governors play a very effective role in shaping the direction of the school. Governors and staff demonstrate a very good commitment to improvement and have a very good capacity to succeed.
The school's evaluation of its performance	The school has a good view of its work and is diligent and effective in analysing fully what works and why.
The strategic use of resources	Staffing, accommodation and learning resources are generally used well to help the pupils to learn successfully across the wide curriculum. The provision of staffing, accommodation and learning resources is good overall. Decisions are clearly made on the principles of best value and expenditure is carefully matched to raising the pupils' achievement.

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 and behave well.• The school expects children to work hard and achieve his or her best.• The parents consider the leadership and management to be good and would feel comfortable approaching school with questions or a problem.• The school is helping their children to become mature and responsible.• The school works closely with parents.	<ul style="list-style-type: none">• The range of activities outside lessons.• The amount and range of homework set for children.• The information provided by the school about how their children are getting on.

The inspectors endorse the parents' positive views. Inspectors found that the school provides very good extra-curricular activities for a small school. Homework is judged to be good and is set in accordance with the school's guidelines. It makes a valuable contribution to pupils' learning. The teachers provide a huge amount of information about the children's work in their annual reports but specific information about the progress pupils make could be stated more clearly and precisely.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Care must be taken when evaluating the pupils' performance in national tests and teachers' assessments due to the small number in each cohort at this school, since substantial variation can occur from year to year. Nevertheless, the National Curriculum tests and teachers' assessments completed by pupils aged eleven last year showed well above average standards in English, average standards in science and below average standards in mathematics. When compared to the results found in similar schools, the pupils' performance was average in English, below average in science and well below average in mathematics. Last year's results were influenced by the fact that several pupils in the Year 6 group tested had entered Key Stage 2 with lower than average levels of attainment. Analysis of their scores shows that they achieved successfully in relation to their prior attainment.
2. Results in National tests and teachers' assessments for pupils aged eleven over the past four years continued a steady trend of standards rising in line with the national trend. The varying proportions of boys in the different year groups cloud comparisons between the attainment of boys and girls. Generally, the performance of boys was higher than the girls in recent years. Comparing these test results with the average standards identified at the time of the last inspection show that the pupils' attainment has risen substantially in English and has generally been maintained in mathematics and science. The particularly strong improvement in the pupils' attainment in English reflects the teachers' effective implementation of the National Literacy Strategy.
3. Last year's National Curriculum tests and teachers' assessments for seven-year-olds showed that the pupils' attainments were well above average in reading and were average in writing and mathematics. In science, a very high proportion of pupils attained the average level 2 standard and an above average proportion of pupils reached the higher than average level 3 standard. When compared to the results found in similar schools, the pupils' performance was above average in reading, below average in mathematics and well below average in writing.
4. Results in National tests for pupils aged seven over the past four years continued a positive trend of rising standards, with girls significantly out-performing boys in reading and mathematics. Comparisons with the average standards identified at the time of the last inspection show that the pupils' attainment has risen substantially in reading and science and has been maintained in mathematics and writing. The particularly strong improvement in the pupils' attainment in reading over the past two years reflects the good emphasis placed on teaching reading and the consistent support given by parents.
5. The inspection evidence, which includes an examination of the assessments of the children's attainments on entry to full-time schooling in the Reception and Year 1 class, shows that their attainments on commencement of full-time education are broadly equal to those found nationally for children of this age. Variations occur from year to year, as they do in most small schools, but generally most children start school with positive attitudes and well-developed social skills.

6. Most children under five make good progress overall and observations of lessons in the Reception and Year 1 class show that, in response to good teaching, in a well-thought out learning environment, an increasing number of children are making particularly good gains in their learning in language and literacy. Most children are on course to achieve the early learning goals, set for them to achieve by the end of the Foundation Stage. The lack of a secure outdoor play area specifically for children under five restricts the physical development of a few children. By the time they are five, most children enjoy looking at and sharing books and many can talk about the characters in stories, about the Hindu God, Brahma, for example, and contribute effectively to discussions. The children's writing skills are developing well and represent an appropriate stage of development. The children learn to count effectively; several beyond ten. Mathematical vocabulary is promoted well by the teacher and most children develop an awareness of mathematical terms appropriate to their age. Overall, most children, including those with special educational needs and higher-attainers, achieve well in relation to their prior attainment during their Foundation Stage.
7. Inspection findings show that by the age of seven, the pupils' attainments are above those expected nationally in English, science, art and design and physical education. Standards in religious education meet the expectations of the locally agreed syllabus and match those expected nationally for pupils of this age in all other subjects. Improvements to the quality of teaching and to the planned curriculum are supporting the pupils' rising attainment. These standards represent a good improvement over the average standards found at the time of the last inspection. Most pupils in Key Stage 1, including higher-attainers and pupils with special educational needs, make good progress in lessons and achieve well in relation to their prior attainment.
8. The clear development of the curriculum by the previous headteacher, which is now being continued by a very new headteacher, has promoted improved teaching and learning in Key Stage 2. The pupils aged eleven are on course to attain the appropriately challenging literacy and numeracy targets set for them to reach this year. Evidence now shows that the pupils' attainments at the age of eleven are above the national expectations in English, science, art and design, history and physical education. Standards in religious education match those expected by the locally agreed syllabus and meet the national expectations for pupils of this age in all other subjects which are comprised in the National Curriculum. Over time, most pupils, including those with special educational needs and higher-attainers, achieve well in relation to their prior attainment by the time they leave the school.
9. Following criticisms in the last inspection report, all the teachers challenge higher-attainers more consistently now through focused questioning and this has a positive effect on their achievement. However, observations of literacy and numeracy lessons in Key Stage 2 show that occasionally, average-attainers are not fully engaged in class discussions and their progress is less successful than others. The new headteacher and staff are aware of this and are beginning to address this issue effectively. Taken together, across the range of subjects, most pupils make good progress in lessons.
10. Overall, these judgements show that since the last inspection, standards for pupils aged eleven have been improved in English, science, art and design and history and have been maintained in all other subjects. The above-average overall level of pupils' attainment is significantly higher than the average overall standard identified at the time of the last inspection. Aspects of subjects such as investigative skills in science

and information and communications technology (ICT) and the cross-curricular use of the library to enrich learning and reading in other subjects have also been improved in recent years.

11. The school has raised standards by monitoring the effectiveness of the teaching and learning and by analysing the pupils' performance in the National Curriculum tests and teachers' assessments. These have been used in conjunction with the implementation of the National Literacy and Numeracy Strategies to target and teach the pupils' skills more effectively. This has had a beneficial effect on the pupils' attainment. The school is aware of the differing performance between boys and girls, and teachers are narrowing the gap through careful questioning in lessons. The differing numbers of boys and girls is a concern however, and the new headteacher is exploring ways of improving the pupils' equal involvement and progress in whole class discussions.
12. The school sets appropriate year group targets in English and mathematics for pupils to attain at the age of eleven. However, the setting of targets for individual pupils is at an early stage of development. For example, the below-average standards of pupils' handwriting and presentation of work, is not supported by specific individual targets being set for those pupils whose work is unsatisfactory. This is restricting further improvement in such aspects.
13. The pupils' steadily improving literacy skills are used and developed further in other subjects such as in geography when describing a visit to Looe or when writing about Gandhi in religious education. The pupils' rapidly improving skills in numeracy are used and extended further in other subjects, for example, in geography and science, when studying the variation in temperature during the school day. The pupils' skills and use of ICT are also rapidly developing and enrich the pupils' reading skills through the use of CD-ROMS and extend their understanding of shape and space by controlling floor robots. Although several displays are enriched by computer 'print-outs', there is scope to increase the use of word processing to enhance the presentation of the pupils' recorded work.

Pupils' attitudes, values and personal development

14. The pupils have very good attitudes to the school and behave very well, leading to their making the most of their education and achieving well. As they grow older they become articulate and socially responsible, showing that the school has successfully met its aim to "prepare children for life". Children in the Foundation Stage also demonstrate good attitudes and behaviour. Parents are very pleased with the effect that the school has on their children's behaviour and their personal development. They state that their children like school.
15. The pupils enter their classrooms with enthusiasm and even the youngest children start working promptly and in a purposeful manner. Throughout the school, the pupils are eager to answer questions and to participate in discussions. They rapidly identify with the aims and values promoted by the school and are proud to belong to its community. They have high self-esteem and feel valued and respected. Owing to the trust the pupils develop, they feel able to express their feelings and opinions and to ask for advice and guidance when they need to.

16. The pupils, including those in the Foundation Stage generally, behave very well. There is very little disruption in lessons as most pupils find the work varied, interesting and absorbing. Out of lessons, they move about the school quietly and with consideration for others. They are considerate and polite to visitors. Any minor inattention or disobedience is short-lived, as the pupils respond well to the teachers' correction. No pupil has been excluded in recent years.
17. Relationships throughout the school are excellent. The pupils work very well together, listening to one another's views and sharing their expertise, for example on the computer. Older pupils help the youngest ones through the 'Buddy Scheme', when they show considerable care for their well-being. In discussion in circle time, the pupils in Years 2 and 3 demonstrated very mature attitudes towards harmonious relationships and the avoidance of conflict. They are very aware of the impact of their actions on others. There is very little bullying in the school and any incidents are swiftly and effectively dealt with. The pupils respect the beliefs of others and their right to hold different views from their own, as was shown in a very good whole school assembly on faith.
18. The pupils have genuine responsibility within the life of the school, as they are all members of the school council, a forum in which they conscientiously tackle issues of concern to the whole school community. They show initiative and are eager to volunteer for small tasks to help the teachers, such as arranging furniture or resources. In physical education, they take team responsibilities seriously and demonstrate good leadership skills. They are aware of the need to preserve the environment and are well prepared for citizenship.
19. The level of attendance is very high compared with other schools, although there is a significant proportion of unauthorised absence. Punctuality is good and the pupils settle to work with very little wasted time.

HOW WELL ARE PUPILS TAUGHT?

20. Teaching is a strength across the whole school. It is good overall and was satisfactory or better in all the lessons observed. The previous headteacher was very active in promoting good teaching and learning across the school and organised frequent opportunities for colleagues to benefit from professional development and training. These have had a beneficial effect on the quality of teaching and learning in all classrooms. The new headteacher is already working supportively with colleagues to build on this good practice. Teaching plays a key role in the promotion of good achievement and in the very good pupils' behaviour that was observed. The result is pupils enjoy their learning, feel positive about their school and want to work hard. The teaching was very good in 25 per cent and it was good in 54 per cent of the lessons seen. No unsatisfactory lessons were observed. The quality of teaching has improved since the previous inspection. Improved approaches to the teaching of literacy and numeracy and a continued emphasis on pupils' learning through first-hand experiences, such as investigations in science, have also improved the overall quality of the teaching and, consequently, the standards attained by the pupils.
21. The teachers are very aware of the needs of the different age groups of pupils in their classes and their consistent, mainly good teaching is having a positive effect on the pupils' learning. As a result most pupils achieve well in relation to their prior attainment as they move through the school. The quality of the pupils' learning

matches the quality of the teaching in nearly all lessons and the teaching also has a positive effect upon the pupils' attitudes and behaviour.

22. The quality of teaching in the Foundation Stage is good overall with some very good aspects, such as, the teachers' very good knowledge, warm relationships, clear instructions and expectations and well-structured learning tasks. The teacher has a very good understanding of the requirements of the Foundation Curriculum. The teacher plans very comprehensively and covers all areas of learning thoroughly.
23. The majority of learning opportunities are clearly structured with specific learning objectives. Whilst these sessions are very productive, children have few opportunities to develop their imaginations freely or pursue their own lines of enquiry, especially through outdoor physical play, for example, and this limits their independence.
24. Good teaching continues for pupils in Year 1 and also for pupils in Year 2, who are accommodated in the next class. A strong emphasis on speaking and listening through questioning and discussion beneficially extends the pupils' ability to learn, but is occasionally not transmitted sufficiently into writing and learning through writing across the curriculum. Strengths such as the teacher's very good knowledge of subjects, warm relationships, good questioning, careful planning and work which is matched well to the pupils' prior learning, are further developed in this key stage.
25. Most of the positive features of good teaching are also implemented effectively in Key Stage 2, for pupils in Year 3 and for the pupils in Years 4, 5 and 6, who are taught in the third class. In particular, the teachers' very good knowledge of the subjects which form the Key Stage 2 element of the National Curriculum, good questioning and well-organised group activities provides good continuity in learning for the pupils.
26. Due to the school's cycle of planning it was not possible to judge the quality of teaching in design and technology, geography and history in Key Stage 1 and art and design and geography in Key Stage 2. The teaching is satisfactory in English and religious education but it is good in all other subjects where judgements are made.
27. The teachers promote the pupils' literacy skills effectively by encouraging the correct use of technical language in discussions and by emphasising the importance of reading, both books and ICT software programs, to aid research and learning. Numeracy skills are significantly helped by a positive emphasis on mental work in mathematics lessons. These good practices are having a positive effect and the standards of the pupils' attainments are rising. Following some criticism in the last inspection report, the teachers are now challenging higher-attaining pupils more effectively. At times, however, especially in whole class introductory discussions at the start of literacy lessons, a few teachers are not challenging or involving average-attainers sufficiently and this is limiting the pupils' progress. The new headteacher is already addressing this issue and by improved planning and by providing additional teaching support in Year 6 literacy lessons, the teaching is becoming more effective for all pupils of differing age and prior attainment.
28. Teachers make good use of homework to reinforce what is learned in school and to develop pupils' independent learning skills. They are well supported in this area by the parents. Pupils' work is regularly marked and older pupils, in particular, attain a higher standard in their English homework than they do in their written work in school. Generally, the teachers' marking is effective in praising pupils for their effort, but there

is scope to increase the guidance on how to improve the standard of their work through setting clear targets. Occasionally, the teachers' expectations are too low. Untidy work is accepted too readily and the teachers' own styles of writing on the 'whiteboards' and in the pupils' books often present inappropriate models and these restrict improvement. This is noticeable in the pupils' handwriting, for the skills which have been taught and practised appropriately in 'handwriting books', are not sufficiently transferred to other writing tasks across the curriculum and this is having a negative effect on standards.

29. Assessment information is used well by teachers in planning work in English, mathematics and science. However, although teachers work hard and effectively on a day-to-day basis to find out and use what pupils know and understand, recorded assessment procedures are not developed or used to best effect in other subjects. This restricts the impact of the good teaching on pupils' learning.
30. The teaching of science continues to be a strength and is good overall. There is a good emphasis on practical investigation, which is developing the pupils' knowledge and understanding of the environment successfully. The quality of teaching of religious education is satisfactory overall; occasionally it is good, but the subject lacks appropriate emphasis across the whole school.
31. The teaching of ICT is now good and the curriculum meets statutory requirements. Its impact on pupils' skills is relatively recent and is increasing rapidly. Across the school, pupils are taught to use computers effectively and there is a successful emphasis on promoting the pupils' use of computers to research their topic work. As yet, however, computers are not used to best effect in supporting the pupils' presentational skills through word processing.
32. The teachers plan and deploy additional learning support assistants well, especially for pupils with special educational needs, and the hardworking assistants have a positive effect on the pupils' self-esteem and learning and enable the pupils to be fully included in activities and this ensures their good progress. The teaching of pupils with special educational needs is good. The teachers are careful to match the amount of support and the strategies adopted with the pupils' needs and this is very successful in promoting learning for pupils with specific learning difficulties, including physical and emotional difficulties, throughout the school.
33. Where teaching is most effective, teachers are providing challenging work for the pupils and this promotes the pupils' enthusiasm and effort. Such was the case in physical education lessons in both the Key Stage 2 classes when the teachers involved the pupils in evaluating each other's efforts. Examples of stimulating teaching were also observed in the Reception and Year 1 class, when the teacher promoted the children's interest and understanding very effectively when retelling and illustrating a story about the Hindu God, Brahma.
34. Class teachers and learning support assistants promote good learning most effectively through questioning and this enables the pupils to think for themselves and to generate new ideas. Teaching was less effective at times when introductions and discussions were too long and on other occasions the pupils had insufficient time to continue their learning through writing.
35. Most teachers use time and resources well. Overall, their strong knowledge of subjects, their careful teaching of skills and their very good management of the pupils'

behaviour support successful teaching. Standards are rising across the school because the teachers are enthusiastic and are very clear about what they expect pupils to learn.

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

36. Upton Cross School offers all its pupils, including those who are in the Foundation Stage, a curriculum that is broad, balanced and relevant. It meets statutory requirements, including the provision for religious education. Good progress has been made since the time of the last inspection and the majority of the key issues, related to the curriculum, have been successfully addressed. Subject schemes of work are now in place for all subjects of the National Curriculum. These are carefully organised to ensure pupils experience a good range of learning opportunities that are relevant to their age and ability. Effective planning ensures continuity for pupils as they move through the school. Schemes in English and mathematics are linked well with the requirements of the National Literacy and Numeracy Strategies. Curriculum provision for ICT now meets statutory requirements and is used effectively in some other areas of the curriculum to support pupils' learning.
37. Provision for children in the Foundation Stage is good overall. Very detailed planning in accordance with the "Early Learning Goals" provides children with learning opportunities that prepare them well for the National Curriculum. The majority of activities, are structured and have clear learning objectives. For example, when collecting leaves children develop their observational and sorting skills. Additional opportunities for children under five to make independent choices, particularly in respect of outdoor play, are lacking at this time.
38. There is very good provision for pupils with special educational needs, and this is a strength of the school. The school's policy effectively follows the requirements and recommendations of the Code of Practice set for the provision of pupils with special educational needs. The procedures for identifying pupils with special educational needs are clear and implemented fully. Teachers are well supported by the co-ordinator. Learning targets are established for pupils and individual education plans are carefully prepared and regularly reviewed. Classroom assistants are well qualified and fully briefed on the needs of individual pupils. They provide very good support, and make a significant contribution to the progress made by pupils. Parents are regularly consulted. The school makes very good use of external support agencies to support pupils with very specific needs. For example, pupils with visual impairment are regularly assessed by a specialist support teacher, and provided with equipment to assist their access to the curriculum. As a result of specific training, teachers' understanding of the needs of these pupils is good. Teachers ensure that the needs of these pupils are fully met through careful planning and organisation of lessons. Pupils make good progress in relation to prior attainment in all areas of the curriculum.
39. Both the National Literacy and Numeracy Strategies are planned and implemented effectively. They are having a positive effect on the standards achieved. Lessons focus on the development of pupils' basic skills. There is an appropriate balance of whole class and group work. A particular emphasis is placed on the development of pupils' speaking and listening skills, and the development of Literacy and Numeracy skills through other areas of the curriculum. For example, Year 4, 5 and 6 pupils discuss the impact of the developing railway system on daily life in Victorian times,

and write reports and evaluations of science investigations and design and technology projects. Consideration is given to the needs of pupils in mixed aged classes through teachers' planning and the organisational strategies used in lessons.

40. The school's provision for extra-curricular activities is very good. A significant minority of parents feels that the school could provide more, but inspectors disagree with this view. The school clubs offered are many and varied. Pupils participate in sporting activities, environmental work and music activities. These activities enhance the education provided by the school and help to broaden pupils' knowledge, understanding and skills in many areas.
41. The school has an effective policy for equal opportunities. Teachers' planning and organisation of lessons ensures that all school activities are open to all pupils. Teachers work to ensure that account is taken of the imbalance of boys and girls, and mixed ages of pupils in some classes. No instances of inequality were seen during the inspection. The school's provision for inclusion is very good. Pupils with special educational needs and those from other cultural groups are fully integrated and involved in every aspect of the school's work.
42. Good provision is made for pupils' personal, social and health education. An appropriate policy is in place. Sex, and drugs awareness education is provided through the science and personal and health education programmes. Whole class discussions known as 'Circle time' and whole school meetings as a School Council allow pupils appropriate and effective opportunities to voice their feelings and views. Involvement in the "Schools' Healthy Eating Project" is further enhancing pupils' understanding of how they can help themselves to lead a productive and fulfilling life.
43. The local community makes a very good contribution to pupils' learning. The school makes very good use of visits and visitors to enhance the curriculum. For example, pupils visit museums and a reconstructed Celtic village, and local artists work in the school on a regular basis. Parents support their children's learning at home by becoming involved in their reading and homework.
44. Very good, constructive relationships are firmly established between the school, the local pre-school group, and the secondary school to which the pupils transfer. The pre-school group operates once a week from the school hall. They join with the school for some activities through the year and the Reception and Year 1 teacher visits the group on a regular basis. Children become familiar with the school building and staff and this ensures that they settle quickly on admission to school. The school liaises regularly with the secondary school. Staff have attended joint training, and very good transitional arrangements are made for pupils, with staff and parents being fully involved.
45. The provision for the pupils' spiritual, moral, social and cultural development is very good overall and as at the time of the last inspection continues to be a strength of the school.
46. Provision for spiritual development is very good. Opportunities for pupils to develop their spirituality are provided during assemblies and religious education lessons. Pupils discuss issues of belief, tolerance and feelings with sensitivity and understanding. Teachers sensitively encourage pupils to consider the opinions and beliefs of others. Pupils spontaneously show delight and appreciation of the world around them, and recognise real effort and achievement in the work of other pupils.

Pupils respond very well to opportunities for reflection in collective worship and in response to other stimuli such as observing nature at first hand in the school grounds. Not all assemblies include the required act of collective worship and this is a weakness. The sheer joy of learning evident in several other lessons, for example, in outdoor physical education also promotes the pupils' spiritual well-being.

47. Provision for moral development is very good. Pupils are taught right from wrong and respond positively to the school and classroom rules. Staff provide very good role models, and effectively use praise and encouragement to support good pupil behaviour and effort. Opportunities are provided through 'circle time', and through discussions within subjects for pupils to discuss moral issues. Older pupils look after younger pupils through a 'Buddy' Scheme'. Pupils respond well to being given responsibilities in the classroom and around the school from an early age. Pupils raise money for others and are actively involved in the work of some leading world-wide charities. For example, their work with the "World Wildlife Fund" has significantly raised pupils' awareness of areas around the world that are under threat of destruction, and the need for sustainable development. Pupils' work in this area based at school resulted in them being given a national award. The school council provides pupils with a very good opportunity to be involved with making decisions which impact directly on the way the school functions on a day-to-day basis.
48. Provision for pupils' social development is very good. Very good relationships between adults and pupils support pupils' learning in this area. Pupils are aware of the needs of others and work and play constructively together. In lessons they work co-operatively in small groups and on large whole class projects. For example, all of the Year 4, 5 and 6 pupils are involved in a project to make curtains to brighten up their classroom. Extra-curricular activities such as the gardening and football clubs further develop pupils' social skills.
49. Provision for pupils' cultural development is good overall. They learn about their own and world cultures through the curriculum in subjects such as history, geography and literature. For example, they develop an understanding of the culture and lifestyle of people who live in rainforests as a result of a geography topic. Visiting artists and trips to local places of interest make a good contribution to pupils' cultural appreciation of their own community. Through their involvement with international organisations and charities, pupils develop an appreciation of different world cultures. The school promotes inclusion very well, and all pupils cultures and beliefs are valued equally. Opportunities for pupils to understand the multicultural society in which we live are satisfactory. The school has recognised that this is an area for further development, and has already started to address this.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The standard of pastoral care is very good and contributes strongly to the progress the pupils make and to the warm and friendly atmosphere in the school. Parents appreciate the way in which their children are happy, secure and feel valued as individuals.
51. The school makes very good provision for the pupils' welfare. Health and safety is very well promoted. Child protection procedures are appropriate. Through the programme for personal, social and health education, the pupils are given the skills and knowledge to recognise risks and to develop healthy lifestyles. The 'Buddy

Scheme', whereby older pupils are given responsibility for aspects of supervision and support for the youngest ones, makes a good contribution to their confidence and well-being.

52. Excellent relationships are nurtured from the pupils' first encounter with the school. The teachers know them well and understand their different personalities, valuing their strengths and supporting them in the areas they find difficult. This contributes very well to their learning and their personal development.
53. The school provides very well for the needs of differing groups of pupils, such as the visually impaired, travellers and pupils with special educational needs. By sensitive planning, appropriate tasks and skilled support, these pupils are helped to make good progress and are included in all the school's activities.
54. Procedures for monitoring and improving attendance are good overall. The prospectus and home/school agreement are very effective in ensuring that parents are aware of the importance of regular attendance. Communications with parents do not place sufficient emphasis on their responsibility for informing the school when a child is unexpectedly sick or unable to attend. As a result, figures for unauthorised absence are slightly above the national average.
55. Measures for monitoring and promoting good behaviour and for eliminating oppressive behaviour or bullying are good. All adults have high expectations of the pupils and are models of considerate and tolerant attitudes. In 'circle time' discussions in class, School Council and assemblies such issues as friendship, social responsibility and respect for the feelings and beliefs of others are very sensitively promoted. The teachers use praise very well. However, other rewards for good work or responsible conduct are inconsistent and too remote from the action praised to be fully meaningful. The occasional incident between pupils is swiftly and effectively handled. The school is seeking to develop a more consistent approach to support the behaviour of a few pupils.
56. Procedures for monitoring pupils' academic attainment and progress are detailed in the school's assessment policy and are overall satisfactory. However, the effectiveness of these procedures is unclear for a few subjects due to their complexity. Teachers keep comprehensive records for the subjects of English, mathematics and science. These are used effectively to inform teachers' planning for individuals and groups of pupils. Individual and group targets are set appropriately for literacy. Teachers evaluate each week's work in terms of pupils' attainment and use this information beneficially to inform their teaching plans. Teachers, and support staff, know pupils well. They plan work to meet the needs of pupils of differing prior attainments to ensure that they are working at an appropriate level. In addition to baseline assessment on entry to school in the Foundation Year, and to the statutory National Curriculum tests in Years 2 and 6, the school now uses non-statutory tests for pupils in Years 3, 4 and 5 in English and mathematics to provide information on pupils' progress. Assessment of subjects other than English, mathematics and science is inconsistent across the school. Systems for collecting, and using assessment information for these subjects is inconsistent across the school. Collections of pupils' work matched against National Curriculum levels have been established and are a useful resource for teachers when making judgements on pupils' attainment.

57. Procedures for monitoring and supporting the progress of pupils with special educational needs are very good. Additional diagnostic tests are administered to help with the identification of pupils with special educational needs, including higher-attainers. The school supports these pupils very well. Pupils' detailed and specific individual educational plans are fully implemented in the classroom. Skilled learning support assistants make a significant contribution to the good progress made by these pupils in all areas of the curriculum. The school makes very good use of external support agencies. Teachers are very well supported by the special educational needs co-ordinator. Parents are encouraged to be fully involved at all stages in their reviews and in setting of targets.
58. The school is beginning to use the analysis of data from National Curriculum tests meaningfully in order to set targets for pupils' attainment in English, mathematics and science. Cohort, year group and individual targets are set. These tend to be long-term targets, though, and not ones pupils can aim to achieve over a short period of time. As a result, pupils are not fully aware of their individual targets and progress is reduced. The quality of teachers' marking lacks a consistent approach across the school and between subjects. It rarely guides pupils as to how they might improve their work, and where development points are made they are very rarely followed through. However, within lessons, pupils are given good oral feedback on how to improve their work. A supportive, encouraging approach, is pursued by all staff and has a positive effect on the pupils' learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. Parents hold the school in high regard. They approve of the effect it has on their children's development, their learning and their behaviour. They value the quality of the teaching and the leadership and management of the school. Their children are expected to work hard and the parents are well informed about their progress. They find the school open, approachable and responsive to their views. Their children like school.
60. A few parents responding to the questionnaire expressed dissatisfaction with the amount of homework and the range of extra-curricular activities. Neither of these views was supported by the inspection. Homework was found to make a good contribution to the pupils' learning and conformed to the policy discussed with parents. The range of activities available for the pupils outside lessons was found to be very good, offering opportunities for many pupils to extend their experiences and develop their skills after school.
61. The partnership that the school has established with parents is highly effective, contributing strongly to the progress the pupils make and their personal development. This partnership is based on mutual respect, openness and responsiveness to one another's concerns. The school projects itself very well, providing high quality information for parents and offering many opportunities for them to learn about its work and to participate in developments. This leads to the parents providing very effective help for their children's learning at school and at home. The parents of pupils with special educational needs are fully involved in the processes of planning and support for their children. They are very well informed about their children's progress.
62. Annual reports on all the pupils' progress are well written and useful documents, detailing learning in curriculum subjects, particularly English and mathematics but also significant information about all the other subjects of the curriculum. The

teachers clearly know their pupils well and value them as individuals, describing with warmth their growing personalities, attitudes and interests. However, the teachers do not give sufficient information in the reports on what the children should do now to improve their work or how their parents might help them.

63. Parents are highly influential in the development of the school. Regular forum meetings give the opportunity for a dialogue between the headteacher and parents at which changes in policy are explained and the views of parents sought. Although few parents help in the day-to-day work of the school, they readily volunteer to support visits and raise substantial sums for the school, for example, in purchasing several computers.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The leadership and management of the school is very good overall. The strengths of clear educational guidance and good teamwork between staff and governors, identified by the previous inspection in 1997, continue to provide successful direction and leadership to the work of the school. The excellent ethos, of harmonious learning and good teaching, successfully nurtured by the previous headteacher and now continued by the new headteacher and staff, is fully endorsed by the whole school community and strongly enriches the pupils' achievement.
65. This term, under the fresh energy and vision of a new headteacher, staff and governors are building well on the school's existing strengths. In particular, by utilising the fully planned curriculum and improved resources, particularly for ICT, to improve teaching and learning, staff and governors are following a very clear and appropriate educational direction. Under the enthusiastic and well-focused leadership of the previous headteacher, governors significantly improved their involvement in planning the development of the school.
66. The school development plan is a well-formulated approach to the improvement of the school. It identifies a commitment to raising standards through continuing development of the curriculum, the empowerment of staff through greater involvement and professional development, and the need to monitor the targets set for pupils' attainment at the end of both key stages. In addition it identifies clear expectations of what pupils should achieve and how resources should be used and provided in order to focus more precisely on future teaching and learning objectives. This development plan is a significant improvement since the last inspection and sets appropriate priorities, such as the implementation of National Literacy and Numeracy Strategies and these are raising the standards of pupils' attainment across the school. Good financial planning and control, support this successful method of planning and promoting the effectiveness of the school.
67. The governors play a very effective role in shaping the direction of the school. Working with the previous headteacher, the governors analysed the school's use of the finances available to the school. Their consideration of best value is particularly strong and this enables them to ensure that financial planning supports school improvement. The improved resources for ICT, aided by parental contributions, and the development of the school's sporting and environmental facilities, are good examples of this effective management. The governing body, which is well led by an informed and committed chair of governors, has a very clear strategic view of the school. It meets most of its legal obligations, with the exception that daily acts of collective worship do not always meet the statutory requirements. Governors support

staff well, however, and together they share a very strong commitment to improvement and capacity to succeed.

68. The new headteacher, informed and supported by staff, is gaining a very clear view of the work of the school. She is determined to maintain the school's strengths and is rigorous in analysing fully what works and why. Already she has been successful this term in supporting staff with their planning and in developing more effective resourcing and teaching strategies. By working closely with staff and governors she is seeking ways of developing the curriculum to enrich the teaching and learning.
69. The management of the school ensures that additional funds and specific grants such as those for pupils with special educational needs, for literacy, for staff development, to raise standards and to improve resources, are used well. Funds to implement the National Literacy and Numeracy Strategies and to raise standards are used effectively.
70. Daily assemblies represent warm occasions when the whole school can share its very strong ethos of harmonious learning, but they do not always include the statutory act of collective worship. All pupils enjoy full and equal opportunity and the caring role models of staff supporting travelling pupils and pupils with visual disabilities reflects the school's strong support of inclusion for all. The school is monitoring the performance of boys compared to girls productively.
71. The day-to-day running of the school is very efficient. Communication is very good and all the staff work successfully as a team. Teaching is monitored and evaluated well by the headteacher and subject co-ordinators. At this time, however, several co-ordinators are newly appointed and have not had sufficient time to monitor the teaching and learning in a few foundation subjects. Numeracy, science and ICT are notable exceptions where strong leadership is promoting higher standards across the school.
72. The leadership and planning of the curriculum have been substantially improved since the last inspection. These have been achieved by very good teamwork. With the exception of restricted outdoor independent play opportunities for children under five, all pupils now benefit from a well-planned curriculum which enables pupils to learn progressively as they move through the school. It is underpinned by the successful development and use of the school and community library, which has promoted the pupils' love and use of books and the improvement of their reading skills.
73. The school has a clear set of aims, which are published in the school's prospectus. They are fully shared by the whole school community and are well reflected in the work of the school. The school fulfils its statutory obligations in respect of pupils with special educational needs very effectively. The co-ordinator, with help from the designated governor for special educational needs and from the teachers and assistants, ensures sensitive support for pupils and their parents, and provides the governing body with up-to-date information of the provision across the school.
74. The school is appropriately staffed and teaching and learning support staff work well together to meet the pupils' needs. New staff are inducted effectively into the school and staff development is carefully planned in accordance with the priorities in the school development plan. The accommodation and resources for learning are good overall. Classrooms are enriched by attractive displays, which celebrate and promote

pupils' work most effectively. The excellent school and community library is a great asset which is used well to enrich the pupils' learning.

75. The school's outdoor areas, such as the woodland and pond areas, enrich the resources available. The facilities for children under five are generally satisfactory but lack a specific, suitably equipped, secure outdoor area where children can develop their physical skills through independent robust physical play and this restricts their learning. The quantity and quality of the resources for learning are good, with significant strengths in the school's excellent library, the large supply of books and the very good provision of up-to-date ICT equipment. Staffing, accommodation and learning resources are generally used well to help the pupils to learn successfully across the wide curriculum.
76. The staff and governors promote a very strong partnership with parents and are now ensuring that standards are rising across the school. Overall, the school provides a good quality of education and the pupils achieve well in relation to their prior attainment. Consequently, and even though the funds made available to the school are above average for a school of this size, the school continues to provide good value for money. Inspectors judge that the school is well placed to continue this improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. In order to continue the successful development of the school and to bring all aspects of the pupils' attainment to a high standard, the governors, headteacher and staff should:

1 *Improve the quality of the presentation of the pupils' written and recorded work by:

- continuing to develop the pupils' handwriting skills by focusing more on the development of handwriting across the whole curriculum;
- ensuring that high expectations of legible, well-presented writing and recorded work are consistently set in all subjects across the curriculum and through the school.

(paras. 12, 24, 28, 91, 95, 134, 157)

2 (p) Develop and implement more effective and manageable procedures for assessing pupils' work and strengthen its use to inform future teaching and learning by:

- raising the quality and consistency of the teachers' marking;
- reviewing and refining existing procedures to achieve consistent practice across the school.

(paras. 28, 29, 56, 58)

78. In the context of the school's many developing strengths, the following point for improvement should also be considered for inclusion in the action plan:

- Ensure that all acts of daily collective worship meet the statutory requirements.

(paras. 46, 70)

(p) Linked with Key Issues of the previous inspection.

* Issues already identified for development by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	54	21	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	69
Number of full-time pupils eligible for free school meals	N/A	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	16

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.6
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	7	3	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	3	3	3
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	90 (100)	90 (100)	90 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	7
	Girls	3	3	3
	Total	9	9	10
Percentage of pupils at NC level 2 or above	School	90 (100)	90 (100)	100 (91)
	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	7	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	7
	Girls	7	4	6
	Total	14	10	13
Percentage of pupils at NC level 4 or above	School	100 (75)	71 (88)	93 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	7	5	6
	Total	13	12	13
Percentage of pupils at NC level 4 or above	School	93 (75)	86 (75)	93 (88)
	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	61
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	3.7
Number of pupils per qualified teacher	19.7
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	95

Financial information

Financial year	1999/2000
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	£
Total income	159,359
Total expenditure	157,412
Expenditure per pupil	2,282
Balance brought forward from previous year	11,147
Balance carried forward to next year	13,094

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	61
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	4	0	0
My child is making good progress in school.	48	44	6	0	2
Behaviour in the school is good.	60	38	2	0	0
My child gets the right amount of work to do at home.	31	40	12	8	9
The teaching is good.	73	19	4	2	2
I am kept well informed about how my child is getting on.	56	35	2	4	3
I would feel comfortable about approaching the school with questions or a problem.	73	23	0	4	0
The school expects my child to work hard and achieve his or her best.	56	38	4	0	2
The school works closely with parents.	54	42	2	2	0
The school is well led and managed.	69	25	2	4	0
The school is helping my child become mature and responsible.	58	40	2	0	0
The school provides an interesting range of activities outside lessons.	31	33	23	2	11

Other issues raised by parents

The parents who attended the meeting with the registered inspector expressed their full agreement and appreciation of the strong ethos of care and enjoyable learning promoted by all the staff and throughout the school.

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

79. Children are admitted into the reception class on a part-time basis in the term before their fifth birthday and full time in the term of their fifth birthday. At the time of the inspection there were 14 children in the Foundation Stage, three of whom were attending part-time. Prior to starting school most children attend the local pre-school setting. Children are assessed on entry to school using the local authority's baseline assessment scheme. The results of these assessments show that children's attainment is generally in line with those usually found. The atmosphere for learning is positive and caring. Children feel safe and secure and respond positively. The majority of children attain the expected goals in all areas of learning by the time they are five. They make particularly good progress in the development of communication, language and literacy skills.
80. The quality of teaching is good overall with some very good aspects. The teacher has a very good understanding of the requirements of the Foundation curriculum. Planning is very comprehensive and covers all areas of learning very thoroughly. The majority of learning opportunities are clearly structured with specific learning objectives. Whilst these sessions are very productive, children have few opportunities to develop their imaginations freely or pursue their own lines of enquiry. The teaching of phonics and other basic skills is good. Lessons move at a good pace, expectations are high and the content is well matched to the children's learning needs. As a result the children's interest is maintained and all children, including those with special educational needs make good progress. Ongoing assessment for all areas of learning is used effectively to monitor children's progress and to inform planning.
81. The classroom is satisfactorily organised and well resourced to support the learning of children in this stage. The teacher and learning support assistants make good use of the school environment to support children's learning in structured sessions. The last inspection was critical of the lack of outdoor play apparatus and ride-on toys to support children's physical development. Large wheeled toys have been purchased and are used on a regular basis. However, the lack of a secure outdoor area restricts the opportunities for children to develop their independence, and creative and imaginative skills. Skilled learning support assistants make a valuable contribution to children's learning, and provide very good support for the teacher and children. Parents are very supportive of their children's learning at home, particularly in literacy.
82. In the areas of communication, language and literacy, knowledge and understanding of the world and creative development, children's attainment at the age of five, often exceeds the early learning goals.

Personal, social and emotional development

83. Teaching is good and all children make good progress. They settle quickly and confidently into the classroom at the beginning of sessions. The majority of children are on course to achieve the early learning goals in this area of learning, by the time they are five. All children's responses are valued by the teacher and classroom assistants, who act as very good role models. Expectations of work and behaviour

are high. Children behave well, are polite and work hard. They concentrate for extended periods of time and respond positively to daily class routines. In a range of situations, children confidently communicate their feelings and ideas to each other and adults. Through practical activities, and play opportunities children learn to play co-operatively. For example, they complete a floor puzzle together and act out having a picnic on the beach in the role-play area. Children have good self-help skills and a positive attitude to learning.

Communication, language and literacy

84. Teaching in this area of learning is good. All children make good progress. By the time they are five, most children exceed the early learning goals for this area of learning. Children talk confidently about their work, themselves and their classroom. They are articulate and respond well to adults' questions, using appropriate vocabulary in a range of situations. Many activities provide children with the opportunity to practise and extend their vocabulary. For example, when collecting different leaves from the school's woodland area they describe them in terms of their shape, texture and colour. They learn the word jagged and the names of trees. Children listen attentively to adults and each other, and respect each other's views.
85. Through a structured, but varied programme of activities, children learn the sounds that letters make and how to write them. Most children hold a pencil correctly and have good control. By the time they are five most children form letters correctly. Incorrect pencil control and letter formation is quickly rectified by the teacher, who models the correct way to hold a pencil and form letters. From an early stage children are encouraged to join letters and write for themselves. Children enjoy listening to stories and talking about books. They know how a book is organised and read frequently used words.

Mathematical development

86. Teaching is good in this area of learning. All children make satisfactory progress and most achieve the early learning goals by the time they are five. Good use is made of a range of activities, and resources are used effectively to support children's learning. For example, when reading a story, children were able to practise their skills in naming basic shapes and develop an understanding of language associated with position. Most children are able to say and use number names. They have a good understanding of basic mathematical language and use it confidently in their everyday work. They compare, order and sort objects to given criteria. By the time they are five, children are able to complete simple addition problems and have a developing understanding of subtraction.

Knowledge and understanding of the world

87. Children experience a wide range of activities to develop their knowledge and understanding in this area of learning. Teaching is good, and all children make good progress. By the time they are five, most children exceed the early learning goals. Children are enthusiastic and proactive learners. Well-planned lessons encourage children to use all their senses to investigate the world around them. For example, children collect leaves from the school's woodland area and sort them according to their shape, colour, texture and smell. During the lesson, teachers and children talk constantly to each other about the leaves they have collected. They look closely at similarities and differences. Children are able to clarify their thinking, practise using

descriptive vocabulary and sort the leaves according to set criteria. Access to a wide range of construction materials provides children with a variety of opportunities to develop their skills in designing and making. They have good access to computers within the classroom to support their learning. Children talk confidently about past events in their own lives. They recall past events in school and within their own classroom. During a religious education lesson, children begin to develop an understanding of other cultures and beliefs. They learn about the Christian story of how God created the world and compare it with the Indian story by finding out about the Hindu God Brahma.

Physical development

88. Children move confidently and safely in a range of situations. They use a range of tools and materials and show good control when using pencils and small construction equipment. Teachers' planning promotes the development of children's skills in this area of learning mainly through structured sessions, including physical education lessons. Children's learning in this aspect is satisfactory. They have access to small and large equipment to practise the skills of climbing, balancing and throwing and catching. The purchase of large wheeled toys which children use in the playground has enhanced the provision in this area of learning. However, children do not have access to a secure outdoor area and the opportunity for them to create their own imaginative play situations is restricted. In addition, opportunities for children to practise their skills in this area of learning during the afternoon session are underdeveloped.

Creative development

89. Teaching is good in this area of learning and children make good progress. A range of activities are planned to support children's learning and most exceed the early learning goals by the time they are five. They use paint, and from an early stage learn to mix their own colours. A good range of construction materials provide children with the opportunity to explore shape form and space in two and three dimensions. Through role-play, children develop many skills. For example, in the "by the seaside" area children use their imaginations to act out "having a picnic on the beach". They also explore the properties of sand and water, count cups, plates and starfish, talk about the food they have brought and practise their social and conversational skills. During music lessons children learn to listen and respond to music. They sing songs, clap a beat and play instruments. They are very attentive enthusiastic learners and achieve very well in these sessions.

ENGLISH

90. The pupils' attainments at the ages of seven and eleven are above the national expectations overall for pupils of this age. These findings also reflect the steady improvement in standards indicated by the results attained by pupils at the end of both key stages in the National Curriculum tests and teachers' assessments in recent years. Standards have improved well since the last inspection when the attainment of pupils aged seven and eleven were found to meet the national expectations. These standards now show that most pupils, including higher-attainers and pupils with special educational needs achieve well in relation to their prior attainment by the time they leave the school.

91. The school has given strong priority to implementing the National Literacy Strategy in recent years. Inspection evidence shows that reading and speaking and listening are given good and effective emphasis across the school. This consistent provision is having a beneficial effect on the pupils' skills in these aspects and with very good support from parents at home, an increasing proportion of pupils are on course to attain higher than average standards in these aspects by the ages of seven and eleven. More recently the school has targeted the improvement of pupils' writing, particularly handwriting. Many younger pupils, particularly in the Reception and Year 1 class, have improved their skills significantly. However, from Year 2 onwards, many pupils have yet to transfer the skills which they have been taught regularly and have practised, fully into their normal day-to-day writing tasks. The quality of the pupils' handwriting at eleven is barely average and the pupils' inconsistent and often untidy presentation is restricting the overall standard of their work across the many forms of writing. Overall, most pupils reach average standards in writing at the ages of seven and eleven and make satisfactory progress over time.
92. Following a detailed analysis of the pupils' performance in the National Curriculum tests and teachers' assessments in recent years, the teachers have been monitoring the higher performance of the girls compared to the boys. The school has obtained additional reading materials to raise the interest of boys and have focused effectively on this issue in group work during lessons. The teachers have been less successful in engaging all pupils equally in the whole class discussions at the beginning and end of literacy lessons. As a result, several boys and a few girls with average to below average attainment are not sufficiently challenged and their rate of progress is slower than that of other pupils. In comparison, pupils with special educational needs receive sensitive and very effective individual help from learning support assistants and make good progress in lessons. Higher-attaining pupils respond well to the teachers' challenging questions and well-planned tasks and also make good progress overall.
93. The pupils' above average standards in speaking and listening reflect the emphasis placed on discussion across the school. From an early age the pupils are taught to question, to debate and discuss wide-ranging issues across the breadth of the curriculum. This has a beneficial effect on their skills and learning. The teachers follow the format of the National Literacy closely and initiate new learning through whole class discussions at the beginnings of lessons. These are particularly effective for higher-attaining pupils. Group discussions, especially when supported by adults more closely engage all pupils and are more helpful to average attainers. Most pupils become confident speakers and learn to listen and reflect well over the contributions of others. For example in physical education lessons, the pupils frequently evaluate each other's efforts to improve their skills. Learning is good and by the ages of seven and eleven the majority of pupils demonstrates skills which are above the national expectation.
94. Standards of reading are above average for the majority of pupils and there are several highly talented readers in all classes. The love of books and the importance of books as a source of information, to support learning and for pleasure is promoted strongly across the school. With very good support from parents, through home-school reading diaries and with equally effective help from the local community through the excellent school and community library, most pupils learn to read well and make good progress. By the age of seven, most pupils readily recognise fiction and non-fiction in their literature. They use dictionaries effectively to support spelling and are familiar with contents and index pages when using reference books. In addition to the very well-stocked library, all classes have a plentiful supply of books and regular

access to computers using CD-ROMS and these very good resources are used most successfully to promote the pupils' reading. By the age of eleven, most pupils enjoy a good range of books, readily state their favourite authors and freely describe the main characters in their stories. Most pupils have achieved well in relation to their prior attainment and reach above average standards in reading, by the time they leave the school.

95. The standards in writing have improved in recent years and pupils now write imaginatively and with improving punctuation and spelling across the full range and forms of writing. The scrutiny of work revealed several examples of good quality expressive writing. For example, pupils in Year 2 write creatively about the 'Celts' or about being 'Lost in the Rain Forest' and pupils in Year 6 write thoughtfully about 'Gandhi'. An increasing number of pupils are also improving their handwriting skills in their practice books. A few pupils present their good quality, expressive work beautifully, for example when writing about a 'Desert Disaster' or when describing a 'Summer Holiday Adventure'. This enriches their enjoyment of writing and enables them to write meaningfully for a variety of audiences. However, these pupils represent a small minority, for most pupils do not follow specified handwriting strategies in their general work both in English and in other subjects and the quality of their work is reduced by untidy presentation and often illegible writing. Handwriting skills are taught well, especially in the Reception and Year 1 class and at times in the Year 2 and 3 class. Unfortunately, the teachers in Key Stage 1 and 2 do not provide appropriate models in their own writing, on the white boards or when marking the pupils' work, for example. In addition, they do not set consistently high expectations of neatly recorded work and well set out, legible writing for the pupils. These weaknesses undermine a great deal of the work done to improve writing. Inspection shows that when challenged, many pupils can and ought to provide work of a higher standard.
96. The quality of teaching was satisfactory overall. It ranged from satisfactory to good in the lessons observed. The quality of the pupils' learning generally matched the quality of the teaching and was also satisfactory overall in lessons. Strengths included the teachers' good knowledge, which they used consistently, effectively and sensitively when responding positively to the pupils' ideas and when encouraging pupils to develop their understanding by using specific technical language. In a lesson in the Year 4, 5 and 6 class, for example, the teacher made careful reference to terms such as alliteration, nonsense and rhyme, and this promoted the pupils' learning well. All teachers and learning support assistants promote the pupils' very good relationships, value their responses and this aids learning. In addition the tasks and levels of supervision given to the pupils' group-work are planned well and generally support a good progression in the pupils' learning. On a few occasions, however, pupils lost concentration when the teachers were busy supporting other groups and their learning was disrupted. All teachers manage the pupils' behaviour well and promote their positive attitudes to learning through their oral communication.
97. The teachers follow the overall structure of the National Literacy Strategy effectively, but occasionally introductory discussions are too long and average or below average attainers are not specifically required to respond and this slows their learning. The teachers are faced with significant challenges, however, especially the wide age and attainment ranges in the Key Stage 1 and 2 classes and they are not adapting their teaching strategies sufficiently to meet all the pupils' needs. During the inspection the new headteacher began supporting older pupils in the Year 4, 5 and 6 class as a

separate group and this had a beneficial effect on their learning by enabling the teachers to give appropriate attention to all pupils of differing prior attainment.

98. Reading is taught and promoted well, both through the sharing of texts as a whole class or by guided reading in groups during the 'Literacy Hour' lessons. In addition the teachers use learning support assistants well to listen to and to support individual readers, and they also promote a successful partnership with the parents in supporting their children with reading at home. The teachers use the library effectively and teach library skills successfully. Increasingly the teachers are making good use of ICT, especially programs to develop the pupils' spelling and CD-ROMS to encourage the pupils' research skills. Although there were several examples on display, the few examples in the pupils' files indicate that there is scope, however, to make more effective use of ICT to improve the pupils' presentation of work. The teachers generally mark and acknowledge the pupils' written work regularly. Not enough ways forward are made clear to the pupils. In addition, the teachers' own handwriting styles do not constitute good examples and at times the teachers' written comments give praise when the quality of work does not merit congratulation. All these weaknesses restrict the amount of progress the pupils make and the standards they attain. The teachers use the learning support assistants very effectively though and complete useful day-to-day assessments of the pupils' work which aids their learning.
99. The curriculum has been developed well since the last inspection and meets the statutory requirements of the National Curriculum fully. The overall implementation of the national Literacy Strategy is satisfactory and is particularly strong in speaking and listening and in reading. The school's positive effort to improve the consistency of teaching through the school is having a beneficial effect on the pupils' attainments.
100. The relatively new co-ordinator provides good leadership and is bringing renewed impetus to the subject. She is promoting a team approach to co-ordination and is keen to build on the good practice of the previous headteacher. The subject has received strong focus in the school development plan and it is well resourced. The school and community library is an excellent facility which is used productively to enrich the pupils' reading and research skills. The teachers follow good procedures for assessing the pupils' work and use these beneficially to inform future teaching and learning. Work in the subject is interesting and much is beneficial and enjoyable. At times, however, the teachers' and pupils' expectations in literacy lessons lack consistently high expectations, especially of recorded work and this limits learning. The new headteacher is committed to building on the good progress made since the last inspection and is already planning lessons which more closely match all the pupils' needs.

MATHEMATICS

101. Standards are in line with the national average for pupils aged 11 and match those found at the time of the last inspection. Standards for pupils aged seven are above the national average and represent an improvement since the last inspection when standards were average. Findings from the inspection reflect the steadily improving results from national tests, especially in numeracy, in recent years and also indicate that standards are improving throughout the school. Overall there has been a satisfactory improvement since the last inspection. Evidence also indicates that the teachers' effective implementation of the National Numeracy Strategy is increasing the rate of improvement in standards. Overall, most pupils achieve satisfactorily in relation to their prior attainment.

102. By the age of seven, the standards reached by pupils are above nationally expected levels in most strands of the subject. Their experience and knowledge in data-handling is limited, however. Most pupils are confident with using mathematics. They all enjoy manipulating number and are able to try out different approaches to solving problems. When challenged to add and subtract two digit numbers, most used number lines accurately and with a degree of maturity that showed their confidence and understanding of number. Most are beginning to learn multiplication facts and are able to add and subtract large numbers mentally. They are able to recognise two and three-dimensional shapes and to describe their mathematical properties. Most pupils are equally challenged in this key stage and achieve well.
103. By the time they leave the school at the age of 11, most pupils have extended their skills satisfactorily in most strands. Data-handling skills are still under developed, however, and ICT is not used to best effect in promoting this area of study. Most have attained levels expected for pupils of this age and an increasing number are on course to attain higher than average standards. Many have an impressive understanding of number and respond well to the improved teaching of mental arithmetic. They can recall multiplication tables rapidly and compute using decimal fractions. Younger pupils are able to use some of their multiplication tables and are able to divide numbers to 100. A large proportion of the pupils has a good understanding of fractions and percentages. When they are working out problems they are able to check their results carefully and have a good awareness as to whether they are sensible. Achievement varies in this key stage due to the inconsistent challenge presented in whole class teaching sessions. Higher-attainers and pupils with special educational needs are challenged well and make good gains in their learning. Until very recently, however, average attainers have not always been fully extended and involved in whole class discussions and have made less progress, particularly in their practical use and application of number skills when solving problems.
104. Despite the wide age range within the classes teachers are increasingly more successful in providing tasks within group activities that challenge all pupils. In the Years 4, 5 and 6 class, for example, average-attaining pupils were extending their knowledge of decimals by matching decimal cards with fractions, whilst the higher-attaining pupils were working in pairs recording decimal numbers on a number line. Occasionally in whole class sessions at the beginnings of lessons, teachers allow the higher-attainers to dominate and this restricts the learning of lower-attaining or less confident pupils. Pupils with special educational needs receive additional, sensitive support from learning support assistants and retain full access to learning. When working they concentrate well. In lessons their behaviour is always good and frequently very good. The pupils' very positive attitudes to their work make a supportive contribution to standards.
105. The quality of teaching in both key stages is good overall. During the inspection some teaching was very good. All teachers show good levels of knowledge and demonstrate an increasing determination to get the best from their pupils. A significant strength of the teaching in both key stages is the way in which the teachers manage the pupils successfully and keep them learning well. For example, the teachers use learning support assistants effectively to give pupils appropriate attention and are diligent in visiting individual pupils or groups of pupils during activities. Teachers are very enthusiastic about the work and this enthusiasm is transferred to the pupils and helps to promote their already positive attitudes by

enthusing them to do even better. As a consequence, the pupils learn successfully. The quality of homework throughout the school is good. It is well supported by parents and makes a positive impact on pupils' learning.

106. The school has adopted the National Numeracy Strategy. This has given a breadth to the curriculum. It has also helped to provide a consistency that was not present at the last inspection. Pupils now learn progressively as they move through the school and this is having a beneficial effect on standards.
107. The leadership of the subject is good. The new headteacher as co-ordinator has taken over the management of the subject from the previous headteacher and is keen to continue staff teamwork in raising standards still further. All teachers share a commitment to raising standards as high as possible and are fully involved in all aspects of decision-making. This is shown in the good level of training that all teachers have received, in their improved knowledge and the positive effect on the standards attained by the pupils, especially in numeracy.
108. The teachers utilise good assessment procedures to evaluate the pupils' learning and attainment and generally use these well to identify future teaching and learning needs. There is scope, however, to improve the quality of marking, for insufficient ways forward are indicated to pupils, particularly older pupils, in their books. Resources for learning are generally good but are less plentiful for older pupils and occasionally restrict the teacher's ability to challenge all pupils equally. The subject has received strong focus in the school's development plan in recent years and this is having a positive effect on standards.

SCIENCE

109. Standards are above those expected nationally for pupils aged seven and eleven. This represents an improvement since the last inspection. By the time they leave the school pupils have achieved well in relation to their prior attainment.
110. Over the last two years the performance of pupils aged 11 in the National Curriculum tests exceeded the national average. Inspection evidence suggests that pupils are likely to maintain these standards this year. All pupils, including those with special educational needs and higher-attaining pupils achieve well in all aspects of the subject. The school has focused recently on improving pupils' skills of scientific enquiry. Inspection evidence shows that pupils' investigative skills are improving, and this is having a positive impact on pupils' overall levels of attainment.
111. Pupils in Key Stage 1 are interested and curious. They use language confidently to describe natural objects in terms of their characteristics. Pupils use correct terminology from an early age. For example, they talk about the veins in leaves, and life cycles of plants and animals. They use equipment carefully and correctly. Most pupils can discriminate between healthy and unhealthy food and know how diet contributes to our overall state of health. Their written work shows that they have been taught the names of parts of the human body including the major organs. Pupils have learned to carry out simple experiments. They investigate the sounds made by different sized elastic bands and suggest explanations for the differences observed. They understand that sound is made as a result of vibration. During a topic on "mini-beasts" pupils learn about the life cycles of insects, the conditions they prefer to live in, how they feed, and how they fit in to food chains and webs. Pupils

use a range of reference materials to support their learning and are developing good enquiry skills.

112. In Key Stage 2, pupils progress well in their knowledge, understanding and skills in science. By Year 6, they are skilled in predicting and planning investigations and many are able to evaluate their procedures and suggest improvements. They are developing the skill of report writing. During investigative work pupils are able to identify the variables, and understand why it is important to test one at a time. For example, during an experiment to investigate how well sound travels through strings, pupils changed the length or type of string, but not both at the same time. Pupils present their findings in a range of ways. They draw graphs, tables and diagrams and give confident oral reports.
113. Teaching is good in both key stages and as a result pupils learn well. Teachers' subject knowledge is good. They plan carefully with clear objectives for knowledge and skills. Sequences of lessons allow pupils to build up knowledge and understanding in the area being studied. Teachers recap work already covered at the beginning of lessons to ensure that pupils have understood, and are ready to move on. This has a beneficial effect on the pupils' learning enabling them to build on what they have learned before. Throughout lessons teachers use correct specialist vocabulary and encourage pupils to do the same. Useful links with other subjects are identified and effectively pursued to extend pupils' learning. For example, the close observational work of "mini-beasts" carried out by older pupils in Key Stage 1 was successfully linked to an art and design printing activity. Similarly, pupils in Key Stage 2 further developed their literacy skills when writing up a report of an investigation. Class discussions are very productive because teachers use open-ended and challenging questions to develop pupils' understanding. Pupils are challenged to think and to explain. Lessons are well paced and good use is made of a wide range of stimulating resources. Marking of pupils' work is unsatisfactory. Although acknowledgement that the teacher has seen the work is made, it rarely guides the pupils to what they should do next to improve their work. Where suggestions for improvement are made, they are not followed up, by either the pupils or teacher. Regular tests are used by teachers to assess pupils' learning. Homework for older pupils is appropriate and allows them to effectively consolidate their learning.
114. The co-ordinator provides strong leadership for this subject. Monitoring of pupils' standards and teaching occurs regularly. The curriculum is carefully planned to ensure complete coverage of all aspects of the subject. A recent audit highlighted the need to improve opportunities for pupils to carry out investigative work, and as a result additional training for teachers was provided. Inspection evidence suggests that this area of the subject is now good and has contributed well to the pupils' understanding in many areas of the subject. Although ICT is used satisfactorily to support the subject, it is not extensive, particularly in the areas of data collection and presentation. Good resources are effectively used to support pupils learning. The excellent outdoor environmental areas include a pond, butterfly garden and woodland. These areas provide a wide range of habitats, which are used extensively to support pupils' knowledge and understanding of life processes and living things. Pupils and staff have worked hard to develop productive links with environmental organisations. Pupils' knowledge and understanding of environmental issues is very well developed from an early age. The school has recently been acknowledged as a leading school in the teaching of education for 'sustainable development' and has benefited from financial awards to further develop its resources.

ART AND DESIGN

115. On the basis of work seen, teachers' planning, displays, samples of work, photographs and discussions with pupils and staff, standards are above those expected nationally for pupils aged seven and eleven. This shows that standards have improved since the last inspection. Overall, most pupils, including those with special educational needs, achieve well in relation to their prior attainment, as they move through the school.
116. By the age of seven, pupils are able to make observational drawings to a good standard. They draw leaves, paying close attention to their shape and form. They use their skills of colour mixing to successfully match the colour of leaves when painting pictures. They respond to the art, craft and design work of famous artists. A study of Van Gogh's "sunflowers" resulted in very high quality pictures being produced using paint and pastel. Pupils develop good design skills. Linked to a science project on mini-beasts pupils study beetles, and create designs to be used in press printing. Pupils pay very close attention to the shape, form and detail of the beetles and include in their designs, borders of centipedes and caterpillars. Pupils work well with a range of media and handle all tools skilfully. They work confidently with computer programs to design their own pictures.
117. Pupils in Key Stage 2 are practised in the skill of working up and refining designs resulting from a range of stimuli. Year 3 pupils produce very high quality pastel and paint pictures after studying the plants and animals of the rainforest as part of a geography project. They make three-dimensional masks and decorate them with patterns used by the people of the rainforest in their ceremonies. Years 4, 5 and 6 pupils study the Impressionists and reproduce some of their most famous paintings using the same painting techniques. Design skills are well promoted, this is evident in the way pupils choose to paint pictures created from tessellating shapes.
118. Sketchbooks are used well throughout the school. By the age of eleven the pupils become skilled at using them to work up and refine their ideas for pictures and designs. Very good use is made of visits and visiting artists to enhance pupils' experiences. They work with silk and watercolour artists to produce individual and collaborative pieces of work. Good links are made to other areas of the curriculum.
119. Insufficient lessons were observed during the inspection to enable a judgement to be made on the overall quality of teaching in this subject. However, the teaching observed in Key Stage 1 was good and had a positive effect and led to the pupils learning well. Teachers demonstrate the activity the pupils are to undertake and give clear guidance on how to use tools and materials to best effect. Lessons build on skills already learned and this enables the pupils to develop their skills systematically. Teachers work with individual pupils making suggestions as to how their technique or design might be improved.
120. The co-ordinator is knowledgeable and provides good leadership. Future developments have been identified by the co-ordinator, notably the need to provide teachers with a range of suggested activities through which pupils' skills can be developed. The scheme of work and skills matrix ensures that pupils experience all aspects of art and design. Much of the work is linked to, and supports, pupils' knowledge and understanding in other curriculum areas. Resources for art and design are good and are used effectively. Pupils' work is valued and well displayed around the school.

DESIGN AND TECHNOLOGY

121. A scrutiny of teachers' planning, pupils' work and discussion with pupils and staff indicate that most pupils are on course to reach levels of attainment that are in line with the national expectations at ages seven and eleven. Most pupils achieve satisfactorily in relation to their prior attainment as they move through the school. Pupils with special educational needs receive close support from learning support assistants and make good progress overall. This indicates that standards have been maintained since the last inspection.
122. In Key Stage 1, pupils learn the basic skills of cutting and joining using a variety of tools and techniques. They have access to a range of construction equipment which they use to develop an understanding of design, and make drawings to communicate their ideas. Pupils in Year 2 make design sketches for an animal trap of a standard expected of pupils of this age. The designs are carefully annotated to give an indication of the materials to be used, how they will be constructed and the purpose of each part of the trap. The evaluation of designs and products is made orally and effectively by pupils in this key stage and this aids their learning.
123. In Key Stage 2, pupils continue to make satisfactory progress in developing their knowledge and skills in the design and making process. They cover all aspects of the programme of study and health and safety aspects are promoted appropriately. The pupils' appropriate skills in the use of tools and materials are evident in the well-finished products that they make. Good links are made with other subjects to provide the stimulus for generating design ideas. For example, pupils in Years 4, 5 and 6 design and make a three-dimensional model to which a rotating part powered by electricity and including a switch is attached. This project effectively links work from both the design and technology, and science curriculum. Pupils work individually and on group projects. Years 4, 5 and 6 design and make curtains in response to their wish to brighten up their classroom. They successfully collect opinions and undertake research into preferred colours and materials to produce a design brief. This is further refined, and the process of making the curtains is carefully organised. Throughout the process, pupils work in small groups with specific tasks. All pupils are equally involved and have the opportunity to use their own particular strengths to contribute to the project as a whole. Throughout the process, pupils evaluate their work and accommodate any necessary changes to the original brief. Pupils have little experience of working with technical construction equipment.
124. Insufficient lessons were observed during the inspection to enable a judgement to be made on the overall quality of teaching in this subject. However, in the lesson observed in Key Stage 2, the teaching and learning were good. The teacher planned carefully to ensure the lesson built on previously undertaken work. Learning objectives were clearly communicated to pupils and this aided their understanding and enabled learning to develop well. The teacher showed good subject knowledge and made effective use of resources. Useful and productive links to other curriculum areas helped to give purpose to the projects that were planned. The curriculum has been improved since the last inspection and it provides satisfactory breadth and balance.

125. The co-ordinator has been in post for a very short time. She has appropriate subject knowledge and has drawn up a plan for the subject's development. Leadership is satisfactory at this time. Overall, resources for the subject are adequate although a shortage of equipment to support design work in Key Stage 2, using technical construction kits has been identified. Appropriate monitoring of the teaching of the subject through lesson observations has been organised. Pupils' work is assessed satisfactorily against specific criteria drawn from the National Curriculum through teacher observation. To ensure teachers' judgements are consistent across the school, the production of a moderated collection of pupils' work is planned.

GEOGRAPHY

126. On the basis of work seen, photographs, displays and discussions with teachers and pupils, standards at the end of both key stages are in line with national expectations. Pupils of all ages and prior attainments, including those with special educational needs, achieve satisfactorily by the time they leave the school. This indicates that standards have been maintained since the last inspection.
127. The completion of a policy for geography and introduction of a scheme of work represents an improvement in curriculum planning since the last inspection. It ensures that pupils in both key stages cover all aspects of the subject in a structured way that allows pupils' knowledge and skills to be developed over time.
128. By the age of seven, pupils are able to compare different environments appropriately. For example, they investigate deserts, polar regions and rainforests and compare them in terms of temperature and precipitation. Further studies of rainforests, allows pupils to learn effectively about the people who live there, a range of habitats and the weather in these regions. ICT is used effectively to support pupils' research skills, and good links are made to the art and design curriculum.
129. By the age of eleven, pupils' mapping skills are developing well. Through their study of Benin as a contrasting locality, pupils present their research findings on annotated maps that have been carefully and accurately drawn. Pupils are also able to compare and contrast the physical and human features of their own inland village with another located by the sea and one in Africa. The school grounds are used well to support pupils' knowledge and understanding of environmental issues, in particular the need for sustainable development. Good links are made to other subject areas to enhance pupils' knowledge and understanding of environmental issues. In a science experiment, pupils begin to understand the environmental impact of oil spillages as they find out how difficult it is to clean oil from a bird's feather. In a letter writing exercise, pupils clearly articulate their concerns over man's impact on the environment. Pupils use atlases to locate places around the world, and the major cities of the British Isles. Through studying a range of countries, and linking with major international charities, pupils learn about the lifestyles and cultures of many different peoples around the world. This work supports pupils' multicultural education on a global scale, and has a positive impact on their knowledge and understanding of different cultural groups in their own community. Overall, their knowledge, skills and understanding match those expected nationally of pupils of this age.

130. No geography lessons were observed during the inspection, and it is not possible to make a judgement on the quality of teaching. Work in the subject is supported by a good curriculum which provides breadth and balance to pupils' learning. The co-ordinator fully understands the requirements of the geography curriculum and is supportive of other teachers. She provides satisfactory leadership but has insufficient time to monitor teaching and learning fully across the school. Monitoring of the subject is planned. Assessment of the subject is satisfactory within classes but lacks a coherent approach across the school. Resources are adequate and are used effectively to support pupils' learning.

HISTORY

131. On the basis of work seen, teachers' planning, displays, photographs, pupils' work and discussion with pupils and staff, attainment for pupils aged seven is in line with nationally expected levels and above nationally expected levels for pupils aged eleven. Standards overall have improved since the last inspection. By the time they leave the school, most pupils, including those with special educational needs, have achieved well in relation to their prior attainment.
132. By the age of eleven, pupils have developed good skills of historical enquiry and work confidently with a range of sources including artefacts, written accounts and photographs. They are able to describe the characteristic features of past societies and talk about how things have changed when compared to our lives today. In the lesson observed, pupils researched the impact on everyday life of the developing transport network in Victorian times. Significant events plotted on a time line helped clarify pupils' thinking. They talked about the effect of these events on specific aspects of Victorian life.
133. During the inspection, insufficient lessons were observed to enable a judgement to be made on the overall quality of teaching in this subject. However, observations show that teaching is good in Key Stage 2. Teachers identify clear learning objectives and plan appropriate activities that are well matched to pupils' needs and prior attainments. Lessons proceed at a good pace and promote successful learning. Teachers use focused questions to encourage pupils to use the knowledge they already have to develop their thinking further and suggest explanations for events. Pupils' learning is enhanced through the use of visits to museums and places of interest. For example, visiting a reconstructed Celtic village helped pupils to develop an understanding of the way people lived during that period of history. They gained first-hand knowledge and understanding of Celtic housing and clothing, and learned how to spin wool and grind flour. Pupils were then able to use this knowledge and understanding to compare the lifestyles of the Celts and the Romans. Good cross-curricular links have been established within history, particularly with the English and design and technology curriculum. As part of their literacy work, pupils in Key Stage 2 write an Estate Agent's description about a Victorian house they have designed, and after studying Victorian furniture and furnishings they design and make complete three-dimensional rooms.
134. Management of the curriculum is good. The co-ordinator provides strong supportive leadership and has good subject knowledge. The teaching and coverage of the history curriculum is organised effectively to ensure that all pupils experience all aspects of the subject. The skills of historical enquiry are developed well over time. These are not utilised to best effect, however, in using and promoting the pupils'

literacy skills. The scrutiny of work revealed few examples of pupils reflecting, in depth, in their writing about historical issues. Resources are used effectively to support pupils' learning. Assessment of pupils' attainment is carried out by all staff but lacks a consistent approach across the school. Appropriate monitoring of the subject is carried out through lesson observations focused on the quality of teaching and learning and this is helping to promote consistency throughout the school. In addition, an audit of the subject highlights areas for development and aids improvement. This information is used to produce a development plan for the subject which is carefully monitored by the co-ordinator.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

135. Standards for pupils aged seven and eleven meet the national expectation. Most pupils, including higher-attainers - many of whom have developed significant expertise at home, and pupils with special educational needs - who often have individual help when using computers, achieve appropriately as they move through the school. This represents good improvement since the last inspection, for expectations in ICT have increased in recent years.
136. The key elements in this improvement are the increased number of computers and associated hardware and software and the increased expertise and confidence of the teachers. These improvements in the provision have been achieved through the good financial support from the parents and community and by the effective professional development of the teachers. The skills of ICT are now taught in specific lessons and because of the good number of computers in all the classes, pupils have sufficient opportunities to develop their skills fully by using computers. As a consequence, all pupils from an early age develop a good awareness of what ICT can help them to accomplish.
137. Many pupils have access to computers at home and bring with them a range of skills and knowledge. By the age of seven most pupils can use computers effectively to draw, to run programs and with support to research work in other subjects. Their attainment is generally of an average standard across most strands, including word processing and controlling mechanisms such as floor robots. The pupils' skills and expertise in handling data are less well developed. The increasing emphasis placed on promoting, using and extending the pupils' skills is having a beneficial effect on standards and in lessons most pupils now make good progress.
138. By the age of eleven, many pupils show confidence when using computers, especially when accessing the 'Internet' for information. They have good keyboard skills, use software skilfully and are very assured in using computers to research ideas and information. The pupils respond positively in whole class lessons but opportunities to use computers to record ideas, to enhance the presentation of written work or to save information gleaned from CD-ROMS were limited during the inspection. The overall level of the pupils' attainment is rising but standards meet the expectation largely because of the skills practised at home. The school is pro-active in this aspect, however, and promotes homework very strongly. The minority of pupils who do not have access to computers at home are encouraged and enabled to use the computers and software made available in the school and community library and this positively supports the teachers' strong encouragement of homework. This has a beneficial effect on the pupils' attainment and progress.

139. The quality of teaching is good overall. It ranges from satisfactory to good. The quality of learning matches the teaching well and pupils show positive attitudes and co-operate very happily and productively when using computers. The combination of whole-class lessons and individual or group work using computers at other times is having a positive effect on the pupils' learning. In the specific whole-class lessons observed, the teachers planned effectively and used their good knowledge to question and challenge the pupils successfully. As a result the pupils made good progress in the majority of lessons observed. The teachers are particularly skilled in establishing good links with previous work and in using the pupils' earlier experiences to promote new learning. For example, in a lesson in the Year 4, 5 and 6 class the teacher made useful references to the pupils' work in history when teaching them how to 'search the net' for information about Victorian engineers such as Brunel.
140. The teachers are less effective at this time in using the pupils' developing ICT skills to promote literacy and writing skills and much of the research which pupils undertake using computers is not stored or written down for future reference or to improve the presentation of work. Occasionally discussions are used to promote pupils' learning, for example, about how to control mechanisms, when pupils actually using tools such as floor robots would better serve learning. These represent lost opportunities to utilise ICT in support of the pupils' learning. The teachers manage the pupils' behaviour very successfully however, and the positive attitudes and relationships engendered when pupils are sharing computers are promoting learning more successfully as their skills are refined.
141. The curriculum has been improved well since the last inspection. It has appropriate breadth and balance and as it is followed through the school it should support the pupils' steady acquisition of skills in all areas. The very new co-ordinator has already completed a full and comprehensive audit of existing resources and has catalogued their location to aid their use. She has identified gaps in resources such as the need for 'talking software' matched to the pupils' needs. She is bringing good leadership and direction to the subject. ICT has been a major focus of the school development plan in recent years and resources have improved significantly since the last inspection. Parents have been most supportive in raising funds to purchase up-to-date computers and these are having a beneficial effect on the pupils' learning. Resources for learning are now good overall. The teachers and learning support assistants assess the pupils' skills satisfactorily through observation but these are not fully used to inform future teaching and learning and this is unsatisfactory and is identified as an area for future development by the new co-ordinator. ICT is an improving area of the curriculum that contributes well to the pupils' spiritual, moral, social and cultural development.

MUSIC

142. By the ages of seven and eleven, most pupils attain standards which match those expected nationally. This judgement shows that standards have been maintained for pupils at the end of both key stages since the previous inspection. The school sustains such effective provision by employing a visiting music specialist who leads lessons, assisted by class teachers. She addresses all aspects of the subject appropriately and the pupils acquire satisfactory skills in composing, listening and appraising and performing music. Good teaching of musical notation and rhythm is enabling a significant proportion of pupils to develop higher than average understanding in these aspects by the age of eleven and this is an improvement since the last inspection. The pupils experience a productive singing assembly each

week and also enjoy singing tuition within music lessons. In addition, singing rhymes often accompany learning in the reception and Year 1 class. Generally though, in comparison with other schools, music, especially singing, did not appear strongly across the school curriculum, on a day-to-day basis. For example, hymns or other songs were not a feature of the majority of assemblies observed during the inspection and the reference to accompanying recorded music was very 'low key'. As a consequence the overall quality of singing was satisfactory, with several pupils capable of singing and performing at a higher level not fulfilling their potential.

143. Taken together, most pupils achieve satisfactorily in relation to their prior attainment by the time they leave the school. Potentially higher-attaining pupils are challenged appropriately by the regular opportunities to evaluate their own and each other's responses and this enables them to also make sound progress over time. Pupils with special educational needs receive sensitive individual support and enjoy full and equal access to the work and also achieve satisfactorily.
144. Work in the music lessons observed during the inspection was of a higher quality and teaching and learning is good overall. The part-time music specialist undertakes most of the teaching and receives good support from class teachers in managing the pupils' behaviour well. The music teacher has very good knowledge and uses this effectively to involve the pupils productively in their learning. This in turn raises the pupils' commitment and enriches their learning. Activities are chosen well. They match the pupils' needs, provide good progression in the learning of skills and motivate the pupils successfully. For example, pupils in Year 1 learn to clap rhythmically and develop their early awareness of notation through the teacher's warm encouragement that they should sing 'Beside the Seaside'. The teacher challenges the pupils in Years 2 and 3 to develop pattern in their clapping and the pupils improve their recognition of changes in volume as a consequence. Pupils in Years 4, 5 and 6 respond well to the teacher's positive sharing of lesson objectives and listen, appraise and perform the patterns associated with 'Jazz'.
145. The teachers promote very warm relationships. Learning is active, it is fun and it is successful in lessons. As a result the pupils demonstrate very positive attitudes and behaviour. However, this effective enjoyment of music is not fully utilised across the school in other areas of learning, and opportunities to enrich learning are missed. The music teacher works hard to promote links with other subjects, and in one lesson two pupils remembered their work concerning Japanese and Chinese music studied the previous year. In this way music contributes supportively to the pupils' cultural development. Generally, the pupils enjoy the subject, work well together and are appreciative of each other's efforts and this aids their learning.
146. The curriculum is planned well and includes an effective emphasis on developing the pupils' skills as they progress through the school. The peripatetic music teacher gives good direction to the subject but has insufficient time to monitor the quality the teaching and learning and other applications of music across the school, for example, its use to support acts of collective worship and assemblies, or to stimulate dance and drama. The teachers know their pupils well and assess their skills satisfactorily in lessons. However, there is scope to make better use of these assessments to inform future teaching and learning. Annual concerts and services enrich the curriculum, at Christmas for example. Resources for learning are good and they are used well in lessons. Generally, there is scope to review the subject's contribution to the pupils' wider learning experiences.

PHYSICAL EDUCATION

147. Standards are above those expected nationally for pupils aged seven and eleven years. Most pupils, including higher-attainers and pupils with special educational needs, achieve well in relation to their prior attainment as they move through the school. These findings show that the school has maintained above average levels of pupils' attainment since the last inspection. The teaching and learning is strong in all aspects of the subject and it is a strength of the school.
148. Swimming is taught to pupils in Years 2 and 3 and even at that age most pupils reach the standard normally expected of pupils aged 11. As a result all pupils swim the required 25 metres by the age of 11. Even though the school does not continue swimming tuition after this age, a significant number of pupils receives support from parents, and go on to attain much higher than average levels and life-saving and personal survival awards by the time they leave the school. The subject has a high profile in the school and it is supported extremely well by a number of extra-curricular clubs and several pupils continue their interest through membership of local clubs. For a school of this size, a significant proportion of pupils progress well and represent the county in various sports.
149. Observations of lessons, of pupils at play and of after-school clubs show that most pupils learn well and improve and refine their skills progressively as they move through the school. They respond very positively and with increasing maturity to the teachers' consistent promotion of safe practice and good health. The pupils in both key stages acquire above average understanding about the need to warm up and cool down after exercise and from a very young age, the effect of exercise on the heart beat and on the muscles of the body. The pupils develop good co-ordination when running and attain above average skills in throwing and catching balls. The pupils respond very eagerly to competition and challenge and the teachers use these very effectively to motivate and to test the pupils' acquisition of skills. These strategies have a beneficial effect on the pupils' learning and standards. By the time they leave the school, the pupils are very knowledgeable about sports in general and evaluate, refine and improve their skills and perform at higher than average levels in team games such as football or in other games designed by themselves. Learning in the subject is energetic, enjoyable and effective. The teachers have done well to maintain such high standards.
150. The quality of teaching is good overall and has a particularly successful impact on the pupils' learning, especially their skills and understanding. The teachers are very knowledgeable, prepare lessons well and ensure a strong and effective emphasis on evaluating, refining and improving skills. Activity in the subject is always rigorous and the teachers balance the need to teach skills and safe practice with the equally important need to enable pupils to benefit from aerobic physical exercise. For example, in an outdoor games lesson with pupils in the Years 4, 5 and 6 class, the teacher made good links with previous lessons, raised the pupils' awareness well through focused questions and then encouraged prolonged physical practice to develop skills and to promote exercise. The pupils loved every minute of it and worked and progressed successfully. In another lesson with pupils in Years 2 and 3, the teacher encouraged the pupils to explain why certain ball catching skills were important and challenged them to develop strategies to refine and improve their skill. Such involvement of the pupils in understanding the objectives of learning has a positive effect on their skill. All teachers promote excellent relationships in lessons and welcome the pupils' ideas and reward their effort with lots of praise. This was seen to good effect in a lesson with the Reception and Year 1 pupils where their

genuine enjoyment of the work significantly enriched their learning. In all lessons the pupils work and learn well together and appreciate each other's efforts.

151. The curriculum is planned effectively and work is enriched by links with other schools, notably the feeder secondary school, where there is a strong focus on sport, and by a very good number of after-school clubs. The teachers make good use of the learning support assistants in assessing the pupils' work. By evaluating carefully and recording pupils' skills the teachers are able to plot future teaching and learning productively. The co-ordinator leads the subject very effectively. She is very knowledgeable and enthusiastic and supports colleagues well. She has had much success in recent years in obtaining additional funding and in promoting improving teaching and learning through involvement with national initiatives such as 'Top Sports'. Resources for learning are good and are used well to promote learning. The hall is narrow but teachers overcome this effectively through good lesson planning. The school's outdoor provision is good. The work in the subject has a strong place in the school curriculum and makes a very beneficial contribution to the pupils' spiritual, moral and social development.

RELIGIOUS EDUCATION

152. Standards are broadly in line with the expectations of the locally Agreed Syllabus for pupils at the ages of seven and eleven, and the school has sustained these standards since the last inspection. Pupils in the reception and Year 1 class receive a very good introduction to major world faiths such as Christianity and Hinduism in story form and most make good progress in developing their understanding that people have different ideas and beliefs. The effective emphasis placed on discussion continues in the remaining classes, but the pupils' rate of progress slips to satisfactory in the remainder of Key Stage 1 and in Key Stage 2, due to the decreasing emphasis placed on the subject. This occurs because pupils have insufficient opportunities to reflect in writing about how religious belief can affect people's lives. Overall, most pupils, including higher-attainers and pupils with special educational needs, achieve satisfactorily in relation to their prior attainment by the time they leave the school.
153. Year 1 pupils viewed pictures of Brahma, the Hindu God with genuine awe and wonder and responded with interest to the teacher's skills in story telling. They showed above average knowledge when talking about 'Creation' stories and a few higher-attainers were able to identify similarities with the Old Testament version of 'Adam and Eve'.
154. Pupils in Year 2 showed appropriate knowledge of Judaism when discussing a 'video-tape' showing Jewish family life and customs. They responded positively to the teacher's use of religious language and demonstrated satisfactory knowledge when questioned about places of worship such as a Synagogue. Generally by the age of seven most pupils have an appropriate awareness of religious belief and have a good knowledge of major world faiths.

155. The subject has received insufficient emphasis in the Year 4, 5 and 6 class in recent years but the pupils have developed appropriate knowledge and understanding through whole school assembly themes such as 'feelings' and through their frequent discussions and prolific reading. In addition, many pupils develop a good general knowledge at home and this aids their understanding. Although the scrutiny of work revealed few examples of extended writing, there was sufficient evidence to show that pupils develop a satisfactory knowledge and understanding of world faiths such as Christianity and Judaism. The discussions with Year 6 pupils indicated that pupils have appropriate knowledge of religious festivals and can compare the use of water in Christian ceremonies with the Islamic use of water. Evidence, both written and oral, also showed that the pupils had few opportunities to reflect about how religious belief can influence people's lives, and this restricts their progress and attainment. Nevertheless, overall progress is satisfactory and the pupils' knowledge at eleven meets the expectations laid down in the locally agreed syllabus.
156. The teaching is satisfactory overall. It varies from very good to satisfactory. Strengths include good questioning and interesting discussions which promote the pupils' thinking. The teachers also use resources well to motivate and interest the pupils and to enrich their learning. For example, in a lesson in the reception and Year 1 class the teacher used a series of pictures of Brahma, imaginatively, to support her story. In a lesson in the Year 2 and 3 class, the teacher used a 'video-recording' and 'Internet' sources to illustrate the work on Judaism. These were successful in stimulating interest and discussion especially for the youngest pupils, but they were not followed up with sufficient writing or recording opportunities in the Year 2 and 3 class to develop the pupils' reflective skills. Overall, learning is satisfactory in lessons. The teachers manage the pupils' behaviour very warmly and effectively and the pupils' oral responses are valued. These strategies support the positive work in whole-class discussion and aid the pupils' understanding.
157. The scrutiny of work indicated, however, that there is no developing or increasing expectation that pupils should record their ideas or reflect over the views and beliefs of others in writing or to communicate their own ideas in this way. This restricts the impact the subject can have on the pupils' developing literacy skills. It also limits the opportunities for individual response to whole-class or group discussion and less confident pupils occasionally find this daunting and their ideas are not always forthcoming. As a result, progress and attainment in the subject have not improved since the last inspection and remains satisfactory. Relationships are very good, however, and pupils with special educational needs receive sensitive support from teachers and learning support assistants.
158. The curriculum has appropriate breadth and balance and meets the requirements of the locally agreed syllabus. The new co-ordinator has expertise and is anxious to promote the subject more prominently and effectively across the school. She has conducted an audit of resources and has identified a satisfactory resource base overall, but there is a need to support teaching and learning with more artefacts. Staff have planned to provide increasing support through ICT. With support from the new headteacher and part-time teacher in Years 4, 5 and 6, the co-ordinator is providing satisfactory leadership at this time, but as yet has not had sufficient opportunity to monitor the quality of teaching and learning across the school. She is aware of the need to promote writing more fully in the subject particularly in Key Stage 2. The teachers evaluate the pupils' work at the end of lessons and consider the pupils'

knowledge and skills satisfactorily. However, the limited amount of recorded work restricts the effectiveness of these assessments.

159. At times, the subject makes a good contribution to the pupils' spiritual, moral and social development, but generally the potential of the subject to enrich the pupils' spiritual learning is not fully exploited across the whole school.