

INSPECTION REPORT

**COLD HARBOUR CHURCH OF ENGLAND
COMBINED SCHOOL**

Bletchley, Milton Keynes

LEA area: Milton Keynes

Unique reference number: 110404

Headteacher: Mrs M. Pawley

Reporting inspector: Mr J. Sorsby

14042

Dates of inspection: 10th – 13th June 2002

Inspection number: 194887

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First and Middle
School category:	Voluntary Controlled
Age range of pupils:	5 to 12
Gender of pupils:	Mixed
School address:	Highland Close Bletchley Milton Keynes
Postcode:	MK3 7PD
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs L. Rowland
Date of previous inspection:	2 nd June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14042	J. Sorsby	Registered inspector		Information about the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
	M. Hudson	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?
	C. Caniff	Team inspector	English Geography History Modern foreign languages Religious education	
25778	A. Hicks	Team inspector	Mathematics Design and technology Information and communication technology Music	How good are the curricular and other opportunities offered to pupils?
	L. Watson	Team inspector	Areas of learning for children in the Foundation Stage Science Art and design Physical education	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cold Harbour Church of England Combined School, located in Bletchley on the outskirts of Milton Keynes. It is a large school with 325 pupils on roll, compared to the national average of 226. Pupils aged 5 to 12 are taught mainly in mixed age group classes. Thirty-seven pupils are members of minority ethnic communities, these being from a wide range of other countries. Nine pupils speak English as an additional language but none are at an early stage of learning the language, and all are fluent. The predominant mother tongues are Urdu, Bengali and Lithuanian. Only 4.6 per cent of pupils are registered for free school meals, however Local Education Authority analysis indicates that 13.2 per cent of pupils are eligible. Seventeen per cent of pupils have special educational needs and 0.9 per cent have statements of special educational needs. Both these figures are below the national average. The majority of pupils with special educational needs have moderate learning difficulties. Over ten per cent of all pupils joined or left the school during the past year at a time other than the normal joining or leaving time. Pupils' attainment on entry to the school is average for their age. The school is dealing with the repercussions of the sudden tragic death of its headteacher in September 2001. The new headteacher had been fully in post since January 2002.

HOW GOOD THE SCHOOL IS

This is a good school that has recently gone through very difficult times following the death of the headteacher. The discontinuity in leadership and management has been largely overcome, and standards are rising and are now mainly in line with expectations. Pupils have very good attitudes to school and to studying, behave very well and there are good levels of attendance. The quality of teaching is overwhelmingly good. The leadership and management, while still being consolidated by the very competent headteacher, is good and significant improvements, particularly in the quality of teaching, have occurred since the last inspection. Given the good teaching, satisfactory achievement of pupils and overall effectiveness of the school, the effect on standards of the mobility of pupils and the above average income per pupil, the school is providing satisfactory value for money.

What the school does well

- Teaching and learning are good.
- Pupils' attitudes to learning, their behaviour and attendance are very good.
- The quality of relationships between pupils and with adults are very good.
- It provides pupils with a well-structured curriculum in which relationships with the community and partner institutions play a very constructive role. The curriculum provides very well for pupils moral and social development and well for their spiritual development.
- It cares well for its pupils and works well with their parents.
- Leadership and management by the headteacher and deputy headteacher are very good and the governing body supports them very well.

What could be improved

- The effectiveness of members of the senior management team in support of the work of the headteacher and deputy headteacher.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since that time, there has been satisfactory improvement overall. The quality of teaching has improved as have relationships between pupils and with adults, pupils' rate of attendance, procedures for the care of pupils,

procedures for monitoring and promoting good behaviour, procedures for assessing and recording pupils' attainment and progress and the impact of parental involvement on the work of the school. There have been significant improvements in aspects of the work in the reception class. These have included the quality of teaching, the curriculum, the provision of a new outdoor play area, and the standard of writing. In mathematics, test results at the age of 7 have risen since the last report, while in science they have fallen. Standards have also fallen in ICT because the resources available, and teachers' knowledge of how to use them has not kept pace with the demands of the National curriculum. However, these difficulties have been recently overcome and standards are rising rapidly. In music, the curriculum and coordination has improved well since the last inspection.

STANDARDS

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

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

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

In the 2001 National Curriculum Assessment Tests, standards in reading and writing for seven year olds were in line with national averages and those for similar schools, while standards in mathematics were above average. Standards in English for eleven year olds were in line with the national average but below the average for similar schools. Inspection evidence confirmed that the majority of seven and eleven year old pupils are now reaching standards that are in line with national averages or expectations in all subjects of the curriculum except information and communications technology (ICT) in which standards are below expectations but rising rapidly. In reading, writing and mathematics, results achieved by seven year olds in 2000 were significantly lower than previous years. In 2001 they improved but did not return to the pre-2000 levels, because of the high proportion of pupils that year who had special educational needs. In 2001, as a consequence of good teaching, an above average proportion of seven-year-old pupils achieved standards higher than national expectations. Similarly, as a consequence of good teaching, an above average proportion of eleven year olds achieved better than national expectations in English and science. Only in mathematics for eleven year olds was the proportion of pupils that reached above average standards below the national average, and this by only one pupil. The group of pupils who sat the 2001 tests for eleven year olds also contained a higher than average proportion of pupils with special educational needs.

Overall, the results achieved by eleven year olds in English have declined in recent years; those in mathematics have remained constant, while those in science have fluctuated slightly. The school just fell short of reaching its targets for the proportion of pupils achieving the expected Level 4 at the end of Year 6 in English in 2001 and just exceeded its target in mathematics. With a lower proportion of pupils with special educational needs in Year 6 this year, the school is likely to achieve its more challenging targets in 2002.

Year 7 is one that contains a high proportion of pupils with special educational needs. Despite this, standards are in line with expectations in religious education, history, geography, art, French, German and Spanish. Insufficient evidence was available to judge standards in design and technology, music or physical education. In ICT, standards are below expectations, as they are throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, are well motivated and participate enthusiastically in all the school offers them.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and throughout the school. Only one pupil was excluded in the past year for a fixed period.
Personal development and relationships	Pupils' personal development is satisfactory overall, with older pupils taking responsibility for aspects of school life. Relationships between pupils and with adults are very good.
Attendance	Very good. The attendance rate is well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 7
Quality of teaching	Good	Good	Good

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

Overall, seventy-one per cent of teaching throughout the school was good or better. Twenty-six per cent of lessons was satisfactory and two unsatisfactory lessons, representing three per cent were observed. The quality of teaching in English and literacy is good overall, varying from satisfactory to very good. The quality of teaching of mathematics and numeracy is good overall but varies from very good to unsatisfactory.

Particular strengths of teaching are teachers' planning, their knowledge of the subjects they are teaching, their teaching of basic skills such as literacy and numeracy, the range of methods they employ to motivate and teach pupils, and their management of pupils. All these factors result in pupils finding great interest in their lessons, concentrating on their work and applying great effort. Consequently, all pupils learn well, including those with special educational needs and those for whom English is an additional language.

Unsatisfactory lessons were characterised by a slow pace resulting in pupils becoming bored and misbehaving. Discipline was ineffective, resulting in little learning taking place and pupils making insufficient progress. Although two unsatisfactory lessons occurred in one class, there is strong evidence that the teacher concerned was less confident than colleagues in coping with the inspection process and that the lessons seen were not characteristic of the quality of her teaching. The same teacher taught a number of satisfactory and one good lesson during the inspection. Pupils in this class have performed better in the 2002 tests than last year's pupils, and a high proportion have gained or exceeded the nationally expected levels in the subjects of the curriculum. Also, in 2001, pupils' standards were overall in line with expectations in reading and writing and above average in

mathematics, despite the group containing a higher than average proportion of pupils with special educational needs.

The school successfully helps all its pupils to learn well, regardless of ability, gender or ethnicity are met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is greatly enhanced by visits and links with other schools. Provision for pupils' personal, health and social education is good.
Provision for pupils with special educational needs	Good. Pupils are well supported by teachers and teaching assistants, and consequently make similar progress to other pupils.
Provision for pupils with English as an additional language	Good. Pupils are well supported by teachers and teaching assistants, and consequently make similar progress to other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good for pupils' moral and social development and good for their spiritual development. Provision for cultural development is satisfactory; opportunities are missed to prepare pupils for life in a multi-cultural society. All staff are very good role models for pupils, particularly the one male, the caretaker.
How well the school cares for its pupils	Behaviour is very well managed and the support and guidance of pupils is good. The monitoring of what pupils know understand and can do is good, but the information gathered is used inconsistently.
How well the school works in partnership with parents	Most parents are very supportive of the school and work closely with it to help their children learn. The school keeps parents very well informed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide very strong and purposeful leadership and have promoted teaching and learning, ensuring the school retains its strong educational direction during the difficult times it has experienced. The interim senior management team are not yet effective enough.
How well the governors fulfil their responsibilities	Governors are deeply involved in the work of the school and its decision-making processes, well-informed, hardworking and very committed.
The school's evaluation of its performance	Satisfactory. While much useful data is collected and analysed, not all is yet being used to best effect to help raise standards.
The strategic use of resources	Good. Staff, money, learning resources and buildings are being used effectively. The school ensures it achieves best value in all its activities.
The adequacy of staffing, accommodation and learning resources	Satisfactory. There are sufficient staff to teach the curriculum effectively. The new information technology suite is good and overall accommodation is good. Learning resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school has high expectations of their children• Behaviour is good• Their children like coming to school• Their children make good progress• Teaching is good• The school helps their children become mature and responsible	<ul style="list-style-type: none">• The range of activities outside lessons• The closeness with which the school works with parents• The information they receive about their children's progress• The amount of homework set.

The inspection team agrees with parents' positive views. Inspectors judge the use of homework and the range of activities outside lessons to be satisfactory. The school is judged to be working closely with parents and to provide them with very good information about their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

1. Three significant factors need to be considered when examining the standards achieved by pupils in 2001 in the subjects of the national curriculum. Firstly, although standards have fluctuated over several years and in some subjects are lower now than they were four years ago, the new headteacher and management team have had insufficient time to deal with identified weaknesses. Details of such fluctuations are to be found later in this report. Secondly, the 2001 test results which feature extensively in this report, and are the most recent for which national and similar school comparisons are known, are the results achieved by Year 2 and 6 pupils among whom there was a larger than normal proportion of pupils with special educational needs. It is as a result of good teaching that overall standards among the pupils concerned were average despite the number of pupils with special educational needs. Thirdly, a significant proportion of pupils in the 2001 Year 2 joined or left the school at times other than normal.

2. Levels of attainment on entry to reception are variable. On average, they are those expected for children of this age in communication, language and literacy, mathematics, personal and social development, knowledge and understanding of the world, and in their physical and creative development. Good and often very good teaching enables children to make good progress, and by the time they enter Year 1, almost all children reach standards slightly above expectations in their personal, language and mathematical development and maintain their standards in their knowledge and understanding of the world and their creative and physical development.

3. Current standards of pupils in Year 2 have improved since last year. Ninety-four per cent of pupils reached the expected Level 2 or above in reading, compared to 74 per cent last year. In writing, 97 per cent reached the target level or above compared to 81 per cent last year. In mathematics, 96 per cent achieved or exceeded the target compared to 84 per cent last year. These good improvements are the consequence of good teaching. There was, however, a significant fall in the proportion reaching the higher than expected Level 3 in all three subjects. This was confirmed by inspection evidence, which demonstrates that overall, current Year 2 pupils achieved satisfactorily, their standards are in line with national expectations and rising. Test results for Year 6 pupils are not yet available, but inspection evidence demonstrates that they too have achieved satisfactorily and their standards are in line with expectations for their age, despite more than a quarter of them having special educational needs.

4. Pupils' achievements in English are satisfactory. Considering all pupils, attainment of seven-year-olds in reading and writing is average. However, considering those pupils who spent the full three years at the school prior to the 2001 tests, only two pupils did not make the progress expected in reading, 20 made expected progress and 16 made more than the progress expected. Further, 28 per cent of pupils in the year group have special educational needs. By the age of eleven, pupils achieved standards in English that are also average. This is despite the high proportion who have special educational needs, 25 per cent. The satisfactory results achieved are a consequence of the good leadership and management of the school, the quality of teaching, the successful implementation of the National Literacy Strategy and additional literacy support for individuals. Considering their starting point, all pupils, including those with special educational needs, are achieving satisfactorily. Pupils now in Year 7 are similarly achieving satisfactorily and their standards are average.

5. In mathematics, good teaching throughout the school, the implementation of the National Numeracy Strategy, the regular monitoring of work and of each group of pupils as

they move through the school and the use of the information collected to influence what is being taught, are all improving standards. In 2001, by the time pupils reached the age of seven they were achieving well and standards were above both the national average and that for similar schools. The numbers of pupils making expected progress were almost identical to those in English. One pupil made less than expected progress, 21 made the expected amount of progress and 15 made more than the expected progress. For the reasons given above, at age eleven, the proportion of pupils achieving the expected Level 4 or above was in line with similar schools. Inspection evidence indicates that current Year 2 and 6 pupils are achieving standards in line with the national average and are achieving satisfactorily. Year 7 pupils are similarly achieving satisfactorily and reaching average standards.

6. In science in 2001, teachers' assessment at the end of Year 2 indicated that pupils' standards were well below the national average. Year 6 pupils' standards were in line with the national average. Current standards at age 7, 11 and 12 are in line with national averages, because of good teaching and good support from teaching assistants. Pupils are making good progress. Many who have special educational needs are, however, restricted in the progress they make by their limited ability to use language effectively in the context of science.

7. In art and design by the age of 7, 11 and 12, standards are in line with expectations. All pupils achieve satisfactorily. Insufficient teaching was observed to make a judgement on its quality.

8. Standards in design and technology are in line with expectations at the age of 7, 11 and 12 and pupils achieve satisfactorily. Few lessons were observed, but other evidence indicates that the quality of teaching is good overall, contributing to the satisfactory achievement of the pupils in Years 2, 6 and 7 despite their particular difficulties.

9. No judgement can be made of the standards of pupils in history and geography at the end of Year 2, due to insufficient evidence. At the end of Years 6 and 7, standards are in line with expectations, and pupils achieve satisfactorily. No judgement can be made on the quality of teaching of history. In Geography it is satisfactory overall, contributing to the standards pupils achieve.

10. Overall, pupils' standards are below the level expected in ICT throughout the school, but rising rapidly. Pupils are achieving satisfactorily. Recent developments both in the resources available to support the teaching of the subject and in teachers' skills have resulted in pupils learning appropriate skills in the ICT suite, including work in a range of subjects. There are an increasing number of opportunities for them to practise their skills in their classroom work in other subjects. The quality of teaching of ICT is now good overall and this makes a very important contribution to raising standards.

11. All Year 7 pupils study French and either German or Spanish. Standards are in line with expectations in all three subjects and all pupils, including those with special educational needs are achieving well. The good quality of teaching and of teachers' planning is contributing well to pupils' achievements.

12. Too few music lessons were seen to make a judgement about pupils' standards in this subject.

13. In physical education pupils reach standards in line with expectations by the age of seven. Too little evidence is available to make judgements about standards at 11 or 12, or of the quality of teaching.

14. In religious education, too little evidence was available to judge standards at the age of seven. At 11 and 12 years old, pupils' standards are in line with the expectations of the locally agreed syllabus. Satisfactory teaching and a well-organised curriculum are factors contributing to pupils' achievements, which are satisfactory.

15. Pupils with special educational needs have individual education plans and the targets set for their learning are satisfactory. Most are clear and precise. In-class support is good and consequently enables pupils to learn at a similar pace to other members of the class. Their achievement over time is satisfactory and is similar to that of other pupils in the school. Pupils for whom English is an additional language make satisfactory progress overall. They make good progress in the Foundation Stage and in Year 7. They achieve as well as other pupils in their year groups. This is also a consequence of good support provided for them within their classes.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

16. Since the last inspection pupils' attitudes have continued to be very good and a strength of the school. Pupils are very happy to learn, respond to challenge, sustain interest and enthusiasm, and are closely attentive in classes and assemblies. They work very effectively both on their own as in programmed reading during registration, and in paired and group activities such as when deciding the size and shape of a package in a Year 3/4 design technology lesson. Pupils are highly motivated and show a marked degree of concentration and commitment. They take pride in their efforts and are keen to share their pleasure in achievement. Pupils delight in class activities, for instance investigating objects from bygone times in a Year 1/2 history lesson. They offer constructive ideas and listen to what others have to say. Their contributions to discussions are thoughtful and imaginative, such as when creating poems in a Japanese format in a Year 5/6 literacy lesson. Pupils enjoy school and their very positive attitudes help them to learn.

17. As at the time of the last inspection, pupils' behaviour is very good. They respond positively to the calm, orderly and purposeful atmosphere of the school. They know what is expected and that they must observe the code of conduct and class rules. Pupils are taught to be considerate and self-disciplined and most respond willingly to what is expected of them. At playtimes and around the school behaviour is very good and pupils show respect for property such as computers and displays. They help each other, for example by opening doors, and are thanked for doing so. With a few exceptions behaviour in lessons and assemblies is very good. At lunch pupils are nicely mannered and friendly, making it an enjoyable social occasion. Pupils are polite and pleasantly inquisitive with visitors. During the inspection there were no signs of abuse, harassment or aggression and on the rare occasions this occurs, it is dealt with effectively and sensitively. One pupil was excluded last year, which is better than average. This very good behaviour helps pupils learn and make progress.

18. The key issue from the last inspection to promote initiative and personal responsibility, especially for older pupils, has been successfully dealt with and pupils' personal development is satisfactory. They are self-assured, have personal esteem and the ability to organise themselves effectively. Those who lack confidence profit from the advice and support they receive. Pupils enjoy responsibility and carry out any jobs they are given with diligence and pride, such as taking registers to the school office. Apart from some library duties, most whole-school responsibilities such as preparing assembly equipment are undertaken by Year 7. Their personal development is enhanced by the responsibilities with which they are entrusted. However other year groups are not similarly challenged, and opportunities are still being missed to develop initiative and corporate responsibility. Pupils appreciate the purpose of charities, benefit from residential visits and have a growing sense of citizenship.

19. Relationships have improved since the last inspection and are now very good and a strong feature of the school. Pupils are treated with respect and they flourish under the consistent and sensitive approach of staff. Pupils trust their teachers and readily confide in them when they are upset or worried. Relationships within peer groups are very positive and friendly, and those from different social backgrounds interact comfortably. Pupils understand the impact of their actions and have marked respect for the feelings and sensibilities of others. Pupils with special educational needs and whose first language is not English are fully integrated into the school community.

20. Attendance is very good and a strength of the school. In the last school year it was well above the national average while unauthorised absence in the same year was well below the national average. Both rates are better than at the time of the last inspection. Punctuality is good and lessons start on time. Registration is prompt and efficient, pupils answer their names politely and there is an orderly start to the daily sessions. Pupils' very good attendance and good punctuality clearly help them learn.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching is good overall, and a strength of the school. Almost three quarters of lessons observed were good or better and almost a third were very good. Only two unsatisfactory lessons were observed. The quality of teaching has improved since the last inspection.

22. Particular strengths of teaching are the calm and productive atmosphere in classrooms which is itself the consequence of good management of pupils, teachers' planning, their knowledge of the subjects they teach, their teaching of basic skills such as literacy and numeracy and the range of teaching methods they employ. For example, teachers introduce their lessons well so that pupils have a clear understanding of what they are doing and what is expected of them. Most teachers have good questioning techniques that help pupils learn. The quality of relationships in lessons makes pupils sufficiently confident to ask questions or to seek help in understanding their work.

23. These factors contribute significantly to pupils' strong desire to learn and the standards they achieve. In reception every lesson seen was good or better and almost thirty per cent were very good. A further strength of teaching is the quality of support provided for pupils with special educational needs and those for whom English is an additional language. This support, given by teachers and teaching assistants, makes a major contribution to their learning.

24. Although two unsatisfactory lessons were observed being taught by one teacher, the same teacher taught several satisfactory lessons and one good lesson. There is strong evidence that the quality of teaching observed in this class was not characteristic and that good teaching normally takes place, resulting in improving standards.

25. The quality of teaching in reception is good and often very good. Teachers understand very well what must be taught in the Foundation Stage and provide children with a secure environment in which good learning takes place.

26. The teaching of English and literacy is good overall. In Year 1 and 2 it is satisfactory and in Years 5 to 7 it is very good. Particular strengths are teachers' knowledge and understanding of the National Literacy Strategy and the imaginative lessons they prepare for pupils. Teachers plan together in year groups ensuring that there is consistency between the

lessons taught to different classes. This ensures that all pupils have the same opportunities to achieve well.

27. The quality of teaching in mathematics and numeracy was similarly good, although an unsatisfactory lesson was observed. Overall, teachers' planning and the setting of objectives are good and they provided effective demonstrations which inform and motivate pupils. Teachers manage pupils well and the relationships in the classroom are also very good. These factors create a good environment in which learning is purposeful and pupils achieve satisfactorily. Teachers provide challenging work for each pupil and pace their lessons well, according to pupils' abilities.

28. Teachers generate good opportunities for pupils to reinforce their literacy skills while studying other subjects. Fewer, but never-the-less satisfactory opportunities are present for the reinforcement of numeracy skills.

29. The quality of teaching of science is good; almost nine out of ten lessons were good or better. Teachers plan their lessons carefully and use their good subject knowledge to provide stimulating opportunities for pupils to deepen their understanding of the topics they study. They encourage pupils to use their initiative when organising resources and to develop their ability to work well both independently and within groups. This enables pupils to learn, understand and use scientific experimental techniques well and to achieve at least satisfactorily.

30. It was not possible to make overall judgements on the quality of teaching in art and design, too few lessons having been observed.

31. The quality of teaching of design and technology is good overall. Teachers know the subject well and use it effectively when leading discussions or describing tasks and processes. Relationships in lessons are good and pupils enjoy the brisk pace and interesting lessons. Consequently they work hard and learn well, which contributes to their overall achievement.

32. The teaching of geography is satisfactory overall. Well prepared lessons, clear questioning and good use of resources including the local environment contribute to pupils' sound understanding of the subject and their satisfactory achievement.

33. The teaching of history is satisfactory overall. It is, however, variable with some lessons seen being good and one lesson unsatisfactory. Teachers' planning to develop pupils' history skills and knowledge is sound. Focused questioning of pupils ensures that they apply the knowledge and skills they acquire, while satisfactory attention is paid to ensure that work is adapted to meet the needs of pupils of all abilities resulting in satisfactory achievement.

34. Following the recent introduction of a new ICT suite and the completion of a course of teacher training, the quality of teaching and learning in ICT are now good throughout the school. Teachers are growing in confidence and subject expertise. They use learning resources well to explain and demonstrate new techniques. Lessons are a good mix of whole class teaching and practical work. Teachers ensure that all pupils are engaged well in activities. ICT is used effectively in the teaching of other subjects of the curriculum in the ICT site, but not in classrooms, where pupils have insufficient opportunity to practise their skills. As a consequence of recent improvements in teaching, standards are rising rapidly.

35. Modern foreign languages are taught well to Year 7 pupils. A member of school staff teaches French, while specialists from a local secondary school teach German and Spanish.

The quality of teaching is good, with lively, interesting lessons to which pupils respond with great interest and enjoyment. The relaxed and happy atmosphere in lessons coupled with the expertise of teachers results in pupils achieving well.

36. It was not possible to make overall judgements on the quality of teaching in music, too few lessons having been observed.

37. Overall, physical education is taught satisfactorily, although the quality of lessons varies considerably. In better quality lessons teachers are well prepared and demonstrate well the skills to be developed. They challenge pupils to persist until they succeed, and pupils respond positively. In another lesson over-ambitious planning resulted in pupils being expected to perform tasks which were sometimes too complex, with insufficient guidance or time to make good progress. The mixed quality of teaching results in satisfactory achievement overall.

38. The quality of teaching of religious education is variable but satisfactory overall. Lessons have a clear focus that is shared with pupils. This ensures that pupils know what they will learn and why, and involves them effectively in their own learning. In some lessons, good questioning techniques raised pupils' interest and helped them learn well. In other lessons, the pace was too slow and pupils, although interested, began to lose concentration and fidget. Overall, the quality of teaching of religious education results in satisfactory achievement.

39. The teaching of pupils with special educational needs is good. Pupils are taught as part of the normal lessons and are well integrated into all activities. Planning takes into account the range of pupils' abilities and their prior knowledge. Under the guidance of teachers, teaching assistants give good support to their individual charges and to others who are experiencing difficulties. Teachers create an atmosphere of trust and encouragement to which pupils respond well. There are no bilingual learning assistants in the school. Consequently, teachers and teaching assistants provide good support to pupils for whom English is an additional language. These pupils are taught within groups of similar ability and learn equally well.

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

40. The quality and range of learning opportunities provided throughout the school are good. All National curriculum subjects and religious education are allocated sufficient time. A good balance between subjects has been established and the curriculum meets statutory requirements. Great care is taken to ensure that the curriculum is relevant to the needs of all pupils, for example in planning for pupils with special educational needs and for those in the early stages of learning English. Planning for older pupils, who learn French and German or Spanish, helps prepare them well for secondary education.

41. Curriculum planning was reported at the last inspection as very detailed, and a strength of the school. This high standard has been maintained. The curriculum has been extensively revised since the last inspection to take account of new National Curriculum requirements. A two-year planning "overview" sets out a broad, well-balanced programme that enables the school to plan effectively for mixed age classes. Subject plans encompass guidance from the National Literacy Strategy, the National Numeracy Strategy and the Qualifications and Curriculum Authority (QCA) and ensure that pupils make steady gains in knowledge as they move up through the school. From these starting points, teachers prepare increasingly detailed medium and short term plans that set out clearly what pupils of all abilities are to learn. Planning overall is very good.

42. The curriculum for pupils in their reception year is much improved since the last inspection and is now very good. It provides well for children to learn basic language, number and physical skills, develop their knowledge and understanding of the world and provides for their cultural, personal, social and emotional development. This contributes significantly to their good achievement and prepares them well for their study of the national curriculum subjects when they enter Year 1.

43. The school makes good provision for pupils with special educational needs. They receive good support from class teachers and teaching assistants ensuring their full involvement in all areas of the curriculum. The provision for pupils with a statement of special educational needs is well organised and the school meets requirements effectively. Pupils with English as an additional language similarly have full access to the national curriculum. The good support they receive from adults ensures that they participate fully in all aspects of school life. Overall, the school is committed to doing its best for all pupils. Support for all, including higher attaining pupils, is good, allowing their full involvement in all areas of the curriculum. All school activities are open to all pupils regardless of ability, gender or ethnicity.

44. The National Literacy Strategy and National Numeracy Strategy are satisfactorily established. Pupils make appropriate use of literacy and numeracy in other subjects. For example, in a music lesson, pupils used their knowledge of rhyming couplets to help explain how a song was structured, and in geography, pupils use grid references to locate places on maps.

45. The school provides a satisfactory range of additional activities such as seasonal sports and music that take place regularly through the year. Pupils take part in sporting tournaments at various times, and there is a growing range of musical activities. The school choir joins in local musical festivals and there are plans to establish a school orchestra, to give pupils who take instrumental lessons further opportunities for making music together. The curriculum is extended well through a wide range of visits and visitors to the school. For example, Year 3 and Year 4 pupils visit "Hazard Alley" to learn about personal safety. A good display of work shows an increasing awareness of issues such as water dangers and how to use electricity safely in the home.

46. The school makes good provision for pupils' personal, social and health education. All pupils receive weekly lessons developed from a high quality, wide-ranging scheme of work. During the inspection, good lessons on topics such as how to protect skin from damage from the sun, the effect on a family of a new-born baby, and what makes a "special person" were seen. The school has appropriate policies for sex education and drug awareness, and these topics are sensitively addressed in personal, social and health education lessons and at other times. Pupils' personal development is further promoted through opportunities to take part in residential visits to places such as Scarborough or France.

47. The school places a great emphasis on pupils' personal development and as at the last inspection, provision is good overall. Spiritual, moral, social and cultural elements of lessons make a strong contribution to their development, and draw well on the experiences and backgrounds of pupils. This broadens pupils' understanding and helps them learn.

48. Spiritual development is good and fundamental to the ethos of the school. Acts of Christian worship, some of them taken by the local vicar, make an important contribution to pupils' development. The services have simple themes, such as Bible stories in modern settings, which help pupils prepare for contemporary life. They include periods for reflection. Teachers listen to and value what pupils say. In circle time, for example, when they recall special memories, teachers discuss the significance of feelings and the impact they have on others. Pupils learn to explore and respect different views and beliefs and delight in doing so. This was shown when pupils acted out the Jewish Sabbath in a Year 1/2 lesson. Opportunities are taken to stimulate pupils' imagination and sense of wonder. The uniqueness of fingerprints when introduced in an assembly caused astonishment, as did the study of leaves using a magnifying glass in a Year 2 science lesson. Saying grace before lunch and the strong musical and choral support in assemblies reinforces spiritual development.

49. Provision for pupils' moral development is very good. The school's aims, attitudes and values and expectations of behaviour all promote a clear moral code and sense of fair play. Pupils are involved in setting and reviewing class rules and they are well aware of the standards of behaviour expected. They know that any incidents of unacceptable behaviour will be dealt with firmly. This makes them think positively and recognise the difference between right and wrong. Staff encourage pupils to exercise self-discipline and take responsibility for their actions. All staff, particularly the caretaker as the only male, act as very good role models in helping pupils to develop moral principles and concepts. Opportunities are taken in lessons to consider moral values such as kindness and compassion, for example, a Year 5/6 discussion about the Good Samaritan. Pupils are taught to keep promises, respect property and care for the environment.

50. The school has worked hard to develop pupils' social skills and its provision is very good. Relationships with adults and between pupils are very good and they cooperate easily across age groups and genders. To promote responsibility all pupils are given classroom tasks, while Y7 pupils have more challenging tasks such as answering the school telephone at lunchtime. Corporate spirit is encouraged and in both a Year 3/4 physical education lesson and Year 5/6 literacy lesson pupils were openly supportive of the achievements of classmates with special educational needs. Social development is helped develop by considering important issues like bullying and drugs, and by presentations from police officers and youth workers. In a Year 7 lesson pupils discussed the impact a new baby has on its family. Extra curricular activities, residential visits and community involvement further increase pupils' social awareness. Pupils fully appreciate the needs of those less fortunate than themselves through charity donations and Christian teaching.

51. The school's provision for pupils' cultural development is satisfactory. Links with the church and visits by the local vicar underline the importance of the Christian faith. Pupils have a good knowledge of local culture through historical research and community events. Their understanding of national culture is reinforced by visits to theatres and museums, and by visitors such as poets and authors. Religious education, supported by suitable artefacts, helps pupils learn about non-Christian beliefs and values. The multi-cultural education policy is satisfactory and foundation stage pupils are given a good appreciation of other cultures through visitors, play activities and the use of role-play equipment. Other pupils have access to some multi-cultural books and are reminded of celebrations such as Eid in assemblies. However there are no whole-school multi-cultural displays and few opportunities for pupils to experience the richness of other cultures, to reflect upon them and to understand what life is like in the multi-cultural society of Britain today.

52. The school has very good relationships with other local schools and the wider community. Teachers from the Lord Grey Secondary school take weekly Year 7 lessons in

German or Spanish. Teachers from local primary and secondary schools meet regularly to share information and to plan joint work, such as a science week. Before pupils start at the school, the foundation stage coordinator visits the local playgroup and other p[re-school settings to meet the children. These arrangements help ensure the smooth transfer of pupils between different stages of their education. Local businesses support school activities well, for example by buying play equipment. The school welcomes visits from the local police liaison officer, poets, visitors from countries such as Ghana, and others to work with pupils of all ages. All of these links help to build a strong sense of community and contribute well to pupils' learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

53. Procedures for the care of pupils are given a high priority. They have improved since the last inspection and are now good. Staff know pupils very well and pastoral care is very good. Pupils feel safe, nurtured and secure and this creates an environment that is conducive to their learning. Arrangements covering accidents, illnesses and medicines are satisfactory and sufficient staff have first aid qualifications. The child protection policy is very good, the child protection coordinator has been trained and good links are established with the requisite agencies. However, the training of other staff in child protection is not up to date.

54. Health and safety measures are good. All key issues identified in the last report have been successfully dealt with. The health and safety policy is comprehensive and staff have a good awareness of health and safety matters, for example when moving through the school to the hall for assembly. Emergency service officers talk to pupils about safety issues and emergency evacuations are practised. Cleanliness and hygiene within the school are very good and hazardous substances are very well managed. Internal risk inspections are carried out. With the exception of the kiln, which is not used, all appliance and equipment inspections are up-to-date. Security arrangements are regularly reviewed.

55. As at the time of the last inspection, procedures for monitoring and supporting pupils' personal development are satisfactory. Circle time, during which pupils express themselves freely, is used to develop confidence and self-image, while class and assembly discussions on topics such as friendship broaden their understanding of the world. Pupils' efforts and achievements are recognised at celebratory assemblies. Staff identify and support pupils with personal or social difficulties, but formal records are not kept and the needs of individual pupils are not closely monitored as they progress through the school. To help all pupils to become more mature and self assured they undertake classroom duties such as tidying books. To develop Year 7 pupils' sense of responsibility they are given tasks such as distributing milk to younger pupils. Older pupils enjoy residential visits and assist with charitable collections. Since last year, the school council has not been meeting. It has now started again, helping pupils to further develop a sense of responsibility.

56. The school's procedures for monitoring and improving attendance remain good. The school actively promotes very good attendance and pupils' absences and punctuality are closely monitored. Most parents observe the absence procedure and ensure their children arrive at school on time. The school contacts any parents who do not follow the proper procedures. Holidays in term time are well monitored, but the educational disadvantages of such holidays are not fully appreciated by some parents and the school's guidelines are being reinforced. Attendance registers are neatly and accurately kept and meet statutory requirements.

57. Procedures for monitoring and promoting good behaviour have improved since the last inspection and are now very good. The behaviour policy is good. It includes a balanced range of rewards and sanctions that are implemented with consistency and common sense. The policy is supplemented by a clear code of conduct and simple class rules that are prominently displayed. Pupils help to draw up these rules and any instances of unacceptable behaviour are discussed with those concerned. Playtimes are very well supervised and wet weather arrangements are good. The school's procedures for monitoring and eliminating oppressive behaviour are very good and no pupils are unfairly treated or disadvantaged. The equal opportunities policy is fully inclusive. The anti-bullying policy is unambiguous and forthright and pupils are well aware that any signs of abuse, harassment or aggression will be dealt with very firmly.

58. Procedures for assessing and recording pupils' attainment and progress are good. This is an improvement since the last inspection. The assessment policy and calendar set out clearly what assessments should be made and ensure that information for all subjects is gathered systematically. Detailed records of annual standardised test results in English, mathematics and science are maintained from the time pupils start school. Assessments for all subjects, based on curriculum learning objectives, take place at other times. At the end of each year, teachers complete detailed record sheets that show levels of attainment in all subjects. The use of individual pupil work portfolios has been developed well since the last inspection. These now include a growing range of pupils' work, annotated to show National curriculum attainment levels, and are a useful addition to other records of progress.

59. Procedures for assessing and recording the attainment and progress of pupils with special educational needs and those for whom English is an additional language are also good. Class teachers assess pupils' needs and the special needs co-ordinator is consulted as necessary. Where support is required beyond what the school can provide, advice is requested from external agencies. Initiatives such as the Early Learning Strategy, the Additional Literacy Strategy, Springboard Mathematics and Booster groups also help to support the learning of lower attaining pupils.

60. The use of assessment information to guide planning is satisfactory. Good use is made of standardised test data, for example to assist in identifying pupils with special educational needs or to highlight strengths and weaknesses in knowledge. Last year for instance, weaknesses in the interpretation of graphs were identified in test analysis, and the teaching programme for mathematics was adjusted accordingly. Standardised test data is used to set general annual targets for improvement in English and mathematics. Some teachers then break these down into a series of smaller targets that are tested and adjusted as the year progresses. This is good practice since it gives pupils clear, short term, learning goals. However, this practice is not consistent throughout the school. Some teachers set no further targets, whilst others, at the start of the year, set as targets the learning objectives in the National Literacy Strategy and National Numeracy Strategy. However, these are too general to be useful as short term learning goals. In English, not all teachers maintain reading records well enough to enable them to plan effectively for pupils' reading development. The quality of teachers' marking is satisfactory at best, and the lack of a marking policy leads to variation in practice. Although marking records whether work is correct or not, few teachers use marking effectively to show pupils how they can improve their work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

61. Parents' and carers' views of the school are good. Opinions expressed at the parents' meeting, through the parents' questionnaire and during the inspection indicate good support for the school. Parents say that the school is well led and managed, teaching is good, and their children work hard and make good progress. Parents confirm their children enjoy

school, they are becoming more responsible and mature and their behaviour is good. Parents find it easy to approach staff with questions and problems. Inspection evidence upheld many of these views, as described earlier in the report.

62. A minority of parents who responded to the questionnaire are unhappy about the amount of homework their children are given and the range of activities the school offers outside lessons. Some are also concerned about how closely the school works with them and the information they receive about children's progress. However, evidence gained during the inspection did not support these views. The use of homework was found to be satisfactory while the range of activities is in line with that offered by similar schools. Links between the school and parents are judged to be good and the information provided about progress is very good.

63. The school's partnership with parents and carers is good, as it was at the time of the last inspection. The quality of information provided for parents, including that on pupils' progress, is very good. Parents are provided with curriculum workshops and they receive regular notices and newsletters that keep them up-to-date with school activities. There is a parents' evening each term and teachers are always available to speak to parents after school. School reports are very good. They provide a full commentary on pupils' efforts and achievements and include effort and attainment grades in core subjects. The reports also grade pupils' approach to learning and give clear targets for improvement. The prospectus is well structured and imparts very useful information. It meets statutory requirements. The governors' annual report is friendly in tone and clearly presented. The complaint procedure is good and known to parents.

64. The impact of parental involvement in the work of the school has improved since the last inspection and is now very good and another strong feature. The school greatly values the part parents play in pupils' education and encourages their interest in all aspects of school life. Parents respond well. Several assist in classes, accompany educational visits and support school occasions such as the Golden Jubilee party. Some help with extra curricular activities. Home-school reading diaries are kept and parents help their children with homework. Parents of pupils with special educational needs are kept informed of the targets in individual education plans and the steps being taken to support pupils. They are invited to the termly reviews and work closely with staff in implementing their children's individual plans.

65. The Friends of Cold Harbour School group is active and attracts good support for its fundraising and social events. The home-school agreement is inclusive and properly emphasises mutual commitment. Parents comply with their undertakings. Most parents fully understand the importance of their role in reinforcing the school's education of their children and are very happy to contribute both to the learning process and to the life of the school. Pupils' standards and progress benefit accordingly.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The sad events of last September were followed by a very testing time for the school. The deputy headteacher, who had been a member of staff for just two weeks, found herself acting as headteacher. It was November 2001 before a headteacher was seconded to the school, while continuing to oversee her own school. In January 2002, the headteacher was appointed to the post.

67. During all of this period, staff, parents and pupils worked hard to come to terms with the suddenness of their loss. For those in charge, one difficulty was re-establishing the management systems introduced by the previous headteacher, given the turnover of senior management and the lack of continuity. Despite this, the deputy headteacher and subsequently the new headteacher, and the governing body provided stability and very sensitive leadership throughout this period of time.

68. It is too early to expect the current leadership and management to have impacted significantly on the work of the school or on standards. However, as at the time of the last inspection, it is clear that overall, the leadership and the management provided by the headteacher and deputy headteacher are very good and likely to have a significant effect.

69. This is a school where calm, thoughtful and purposeful leadership and management by the headteacher are combined with effective delegation of authority and responsibility to the deputy headteacher. The headteacher leads by example. She sets a tone and an ethos that produce an atmosphere of learning to which pupils and staff in turn respond most positively. The headteacher and deputy headteacher are a very strong team. They recognise well their complementary skills, and use them well for the benefit of the school and pupils. They oversee a management structure that encourages involvement and development of staff. The senior management team, whose composition is not yet permanent, is also new. One member joined the team in September, while the fourth member has been part of the senior management for some years. These two members of the team have yet to demonstrate their understanding of the strengths and weakness of the school and their effectiveness in their leadership roles.

70. The role of subject leader is developing appropriately. All are responsible for monitoring standards and providing advice to colleagues on how to raise them. Few, however, are involved in monitoring colleagues teaching their subject. The headteacher, deputy headteacher and subject leaders are satisfactorily monitoring the teaching of a range of subjects. The strengths and weaknesses of individual teachers are known, and appropriate support is given.

71. The school uses all available data in evaluating its own performance. Characteristically, the school takes action to deal with areas of relative weakness, although too little time has elapsed for such actions initiated by the new leadership to have affected standards.

72. The school is very clear about its educational priorities, and the headteacher and deputy headteacher set a very clear and appropriate educational direction, well supported through its financial planning. The school development plan, the budget and planning all contribute well to purposeful hard work by all. The school makes satisfactory use of all the additional funds it receives, for example, to support pupils with special educational needs and for staff training. As exemplified in ICT, this investment is having a good impact on the quality and standards of pupils' work by improving teachers' skills in areas identified for development and in achieving great improvement in learning resources and accommodation for the teaching of ICT.

73. The headteacher, governors and administrative staff have a good understanding of school finance, and work well together bringing their complementary skills to bear on the financial planning and management aspects of the school's work. The school effectively achieves best value in the purchase and deployment of all its resources and in all other aspects of its work, such as comparing its results with those of other schools. The management team successfully reflects the school's aims and values in all its work, in

particular valuing every pupil and the inclusion of all. The school receives good support from its administrative staff.

74. The Chairman and governors provide good leadership, firmly rooted in their good knowledge and understanding of the school. They are fully involved and carry out their responsibilities very well.

75. There are sufficient teachers and support staff to enable the curriculum to be taught effectively. Staff are suitably qualified to manage individual subjects and to teach pupils with special educational needs. Support for teachers new to the school and newly qualified teachers is satisfactory. The school's arrangements for performance management are very good and have been maintained throughout the period of change. There are good opportunities for all staff to undertake individual and whole school training that contributes well to the effectiveness of their roles throughout the school. Administrative, midday and caretaking staff make a good contribution to the smooth running of the school and support teaching staff well in their duties.

76. Pupils benefit from the work of a small but hardworking team of teaching assistants. Teaching assistants work well within the classrooms and when they withdraw pupils for individual work. They provide good support for pupils, particularly those with special needs, and help them to make good progress.

77. The school's accommodation is good overall, following extensive redevelopment. Displays throughout the school are attractive and contribute to pupils' learning and pride in the school. Externally there are "state-of-the-art" playgrounds with futuristic looking play equipment and beautifully landscaped gardens.

78. Learning resources are satisfactory overall in range, quality and quantity. All classes have at least one computer, and these are beginning to be used effectively to support learning across the curriculum. Learning resources are good in ICT, religious education and modern foreign languages.

79. The management and provision for pupils with special educational needs is satisfactory. Individual education plans are up-to-date. They are regularly reviewed to monitor pupils' progress. However, no records are kept of their progress against the targets in the individual education plans between reviews. The support for pupils with statements of special educational needs is well organised and appropriate. Good use is made of outside agencies to support the work of the school. There are enough learning assistants to support pupils with special educational needs and help them learn effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

80. In order to further improve the quality of education, build on the many strengths of the school and raise standards further, the headteacher, governors and staff should:

- (1) Continue the strengthening of the management of the school following the events of the past year, by clarifying the roles and responsibilities of members of the senior management team other than the headteacher and deputy headteacher and appointing appropriately skilled people to the posts. (see paragraph 69)

The school should consider the following minor issues for inclusion in the action plan:

- Further improve pupils' personal development by
 - ❑ Providing more opportunities for pupils in Years 1 to 6 to take more responsibility for aspects of school life and their own learning. (see paragraph 18)
 - ❑ Improving pupils' preparation for life in a multicultural society. (see paragraph 51)
 - ❑ Formalising procedures for monitoring and recording pupils' personal development. (see paragraph 55)
- Provide up to date training for staff in child protection (see paragraph 53)
- Continue improving standards in ICT by making better use of classroom-based computers. (see paragraphs 109,118,128,136,150)
- Improve the consistency of reading records kept by teachers. (see paragraphs 60, 69)
- Consider providing shade in the reception play area and air-conditioning in the computer suite. (see paragraph 82)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	57

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	16	26	15	2	0	0
Percentage	0	27	44	26	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	325
Number of full-time pupils known to be eligible for free school meals	15

FTE means full-time equivalent.

Special educational needs	YR – Y7
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.0
National comparative data	5.6

School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	26	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	18	21	21
	Total	35	38	39
Percentage of pupils at NC level 2 or above	School	74 (88)	81 (78)	83 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	19	20	21
	Total	36	38	39
Percentage of pupils at NC level 2 or above	School	77 (90)	81 (95)	83 (95)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	23	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	19
	Girls	18	16	19
	Total	33	33	38
Percentage of pupils at NC level 4 or above	School	73 (87)	73 (74)	84 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	17
	Girls	18	16	16
	Total	34	31	33
Percentage of pupils at NC level 4 or above	School	76 (83)	69 (77)	73 (89)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	3
Black – other	14
Indian	0
Pakistani	6
Bangladeshi	2
Chinese	0
White	276
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	23.2
Average class size	25

Education support staff: YR – Y7

Total number of education support staff	9
Total aggregate hours worked per week	171

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	1	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.

Financial information

Financial year	2000/2001
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	£
Total income	724 070
Total expenditure	727 454
Expenditure per pupil	2 232
Balance brought forward from previous year	62 696
Balance carried forward to next year	59 312

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	325
Number of questionnaires returned	133

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	47	2	0	0
My child is making good progress in school.	47	49	2	1	2
Behaviour in the school is good.	33	54	5	0	8
My child gets the right amount of work to do at home.	18	50	26	5	2
The teaching is good.	53	44	0	0	4
I am kept well informed about how my child is getting on.	30	57	11	1	2
I would feel comfortable about approaching the school with questions or a problem.	60	37	3	0	0
The school expects my child to work hard and achieve his or her best.	55	43	2	0	0
The school works closely with parents.	29	53	11	1	6
The school is well led and managed.	44	45	5	0	7
The school is helping my child become mature and responsible.	49	42	8	0	1
The school provides an interesting range of activities outside lessons.	43	46	3	2	7

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

81. Children enter the reception classes in the term in which they are five and, for the first term, attend mornings only. Attainment on entry is variable, but on average is in line with that expected nationally for children of the same age. The quality of teaching in the reception classes has improved since the last inspection and is now good and often very good. As a result, all children, including those with special needs and those for whom English is an additional language, make good progress in the reception classes. They exceed the early learning goals in their personal, language and mathematical development and maintain their standards in their knowledge and understanding of the world and their creative and physical development.

82. All adults in the reception classes are involved in planning, teaching and assessing children's needs. The curriculum has been significantly improved since the last inspection and is now good. Staff know the children and their families very well and ensure children feel secure, valued and happy in school. They prepare them well to transfer to Year 1. The classroom has plenty of books, practical apparatus and materials for creative activities. There is now a safe outdoor area for the children which, along with the classroom and corridor library, provide a stimulating environment in which children are keen to explore and learn. However, the outdoor area lacks shade, restricting its use.

Personal, social and emotional development

83. This area of development is emphasised throughout the children's time in the reception classes and they make good progress. By the time they leave reception, most children, including those with special needs and those for whom English is an additional language, have exceeded the early learning goals and this reflects the good teaching in this area. Children are encouraged to be independent and are regularly given opportunities to plan their own activities and learning. They thoughtfully select tasks, such as painting, role-play or working with friends using construction materials. They learn to listen to each other and respect each other's ideas. Adults provide very good role models, always treating each other and the children with courtesy and respect. Children learn to look after their environment and are encouraged to tidy up at the end of each session. Children work well together, sharing resources and helping one another, for example when organising what they will take on a boat trip and taking turns to use the binoculars and camera while on their "journeys". When working independently, children support each other well and when playing addition games they take turns and patiently help their partners to complete their tasks successfully. Adults promote independence by ensuring that equipment is accessible and easy to use.

Communication, language and literacy

84. Teaching is consistently good in this area. Children are encouraged to listen with interest and concentration to stories and to instructions. Adults show that they value their efforts at communicating, by listening to what they say and ensuring that all children's contributions are valued. The patience shown to younger children and the regular support given to those with special needs and those for whom English is an additional language enable all to feel fully involved. Most children are very willing to express their ideas and opinions and they do this well. They are developing as confident speakers. This reflects the findings of the last inspection. Children are keen to read and enjoy looking at books and they know the author and title of the books they select. Older children achieve high levels of

literacy skills for their age. Younger children are able to tell the story and predict events as they turn the pages of their chosen books. Children are given opportunities to select reading and writing activities and well-prepared group work enables children of all abilities including those with special needs and those for whom English is an additional language to make good progress. Most children form letters correctly. Older children write simple sentences and know they begin with a capital letter and end with a full stop. Their spelling is developing well and they know how to use a dictionary to find an unfamiliar word. Children take pride in their work and enjoy sharing it with their friends and with adults. The standard of writing has improved since the last inspection.

Mathematical development

85. The teaching of numeracy is good and children of all ages and abilities achieve well, including those with special needs and those for whom English is an additional language. Standards have been maintained since the last inspection. Children correctly calculate simple additions and subtractions using numbers to ten. They record these carefully using well-formed digits. They count on and back from given numbers and are beginning to develop the ability to mentally add or subtract small amounts. Children measure lengths using building blocks or beads and know how to use weighing scales. They demonstrated this well when preparing ingredients for making chocolate cornflakes. When playing with water or sand, children compare the capacity of different containers and correctly use terms such as more than or less than. They know the names of some two-dimensional shapes and are beginning to understand symmetry and repeated patterns. Teachers organise resources well, enabling children to gain confidence in using these correctly. When focussing on particular groups, teachers emphasise the importance of using the correct vocabulary, such as longer, shorter, wider and narrower and children develop a good understanding of a wide range of mathematical terms.

Knowledge and understanding of the world

86. As a consequence of good teaching, all children, including those with special needs and those for whom English is an additional language, make good progress in this area of learning. Adults work extremely hard to broaden children's experiences and help them develop a greater understanding of the world around them. Parents from a variety of ethnic backgrounds are invited to come and talk to the children. The children are shown photos of their country of origin, given traditional recipes and hear about their cultures and beliefs. They learn about national customs and enjoy using a range of ethnic clothing that is available for role-play activities. The children benefit significantly from this enrichment. Children also benefited from a trip to the local supermarket to purchase ingredients for cooking activities. They wrote their own shopping lists and were given their own baskets when they arrived. When unable to find certain items, children sensibly found assistants and were guided to the appropriate sections. This outing also contributed to their personal development, giving them an opportunity to organise and take responsibility for their actions. Using resources from the role-playing area, children organised a picnic in the playground. They sensibly selected the food and drinks they wanted to take and appreciated the need for a rug on which to sit and a parasol to shade them. Children extend their knowledge of objects that will float by experimenting with different plastic containers and materials for making boats. They predict whether or not their models will float before testing them. While playing with large wheeled toys, children learn to queue for the "car wash" and pay at the till for the service. Children were not observed using the computer during the inspection. However, scrutiny of photographs and displays and discussions with children indicate they have a satisfactory understanding of how to use the mouse and keyboard. They are able to successfully use the Dress the Teddy program, build a house from blocks and write their names.

Physical development

87. This area of learning is well planned and all children, including those with special needs and those for whom English is an additional language, make good progress and achieve well. Children are taught to move carefully and sensitively and to be aware of others. This they do well. They control their movements well and, in dance, respond well to the mood of the music. They make good use of their imagination and knowledge of animals when moving to "Walking in the Jungle". When in small groups they work in unison without being asked and appreciate each other's efforts. Children with special needs and those with English as an additional language watch carefully and learn quickly from the rest of the class. When using large wheeled toys in the playground, children again demonstrate good control of their movements and a good sense of balance. They manoeuvre skilfully between obstacles and take care when in the vicinity of others. The regular use of praise and encouragement enables children to gain confidence and improve their performances.

Creative development

88. Teaching is good and children progress well. Teachers provide good opportunities for children to experiment with a wide range of resources such as paint, play-dough, balsa wood, card, tissue and fabric. Children's paintings of different forms of transport are in proportion and they correctly name the colours they use. Their observational skills are good. They produce careful drawings of plants and insects, attractive snail shell designs and spiders' webs. Children organise their materials and share resources well. They concentrate when cutting and sticking and take pride in what they achieve, for example colourful Easter hats and a large collage of The Hungry Caterpillar. Children enjoy listening to and making music. They benefit from regular visits by a parent who plays the guitar and teaches them a range of songs to which they can put actions. They do this very sensibly and sing tunefully with great enthusiasm. Children listen carefully to music and demonstrate a good sense of rhythm for their age. They play untuned instruments well and make thoughtful suggestions as to which instrument they associate with particular animals. Children of all abilities make good use of their imaginations when asked to close their eyes and create a picture in their minds when listening to different sounds. They are very keen to share their ideas with each other.

ENGLISH

89. Standards in English throughout the school are similar to those reported at the last inspection. By the ages of seven and eleven overall standards of attainment are in line with national expectations. In the 2001 national tests for seven-year-olds, pupils' attainment was average in both reading and writing. The school's performance was close to average for similar schools. By the end of Year 6 standards in the 2001 tests were also average overall, but below average when compared to similar schools. Although the percentage of pupils achieving the higher level was above average, a higher proportion of pupils did not achieve the expected level. This was due to the higher than average number of pupils in this group who had special educational needs. Standards achieved by pupils in Year 7 are average and they make sound progress during the year.

90. During the inspection, the majority of lessons in Years 3 to 6 had a strong focus on teaching aspects of writing and investigating the work of different authors. The teaching is good, particularly in the upper years and resulting in pupils' increasing understanding of how to structure writing. Throughout the school, achievement is satisfactory. Pupils with special educational needs and those who speak English as an additional language also make sound progress, because they are well supported in lessons by teachers and teaching assistants.

91. Speaking and listening skills are satisfactory throughout the school. In most lessons observed pupils showed that they are making good progress in the development of their listening skills. Most pupils display confidence, including those with special educational needs and those for whom English is an additional language. Teachers ensure that pupils listen carefully and they provide examples of clear speech. Pupils have appropriate opportunities to practise and develop their speaking and listening skills in lessons across the curriculum; for example, in mathematics lessons pupils are encouraged to explain their thinking. From an early age pupils learn to ask and answer questions. However, there is not always enough emphasis on responding in full sentences, so that this skill can be transferred more effectively to written work. In Years 1 and 2 history lessons pupils were asked to form questions to determine the use of household objects from earlier times, asking questions, such as “Was it used for a drink?” to discover what the stone hot water bottle was. Older pupils listen carefully in discussion, for example about how to analyse and compare texts, and this helps them to produce their own analysis and to consider the arguments for and against the different methods of recording the information. For example, information recorded in a table was described as “more to the point” and “It gives you the bare bones”, whilst the other version was considered to have “greater depth and more detail.” By the time they leave school, there is an increasing readiness to take the views of others into account.

92. Pupils throughout the school make sound progress in their reading. They have positive attitudes to books and try hard when tackling new texts. The strong emphasis teachers place on ensuring pupils have a firm grasp of letter sounds and how to tackle unfamiliar words is helping pupils to improve their reading skills. Pupils in Years 1 and 2 readily use their knowledge of letter sounds and patterns to attempt unknown words. One pupil, for example, worked out the word “interesting” by breaking down the word and using her knowledge of the different sounds. Most pupils make sound progress in Years 1 and 2, becoming more fluent in reading more challenging texts. Older pupils have a growing awareness of different authors and the more able pupils can talk about why they enjoy reading books by particular authors. For example, one such Year 6 pupil explained that she likes books by Jacqueline Wilson, because, “She writes about real life situations, which could happen to ourselves. You can learn how to cope with these.”

93. Guided reading sessions are well planned with books chosen to meet the needs of the different attainment groups within the class. Teaching assistants are used well to support groups of pupils. They are given clear guidance by teachers on what pupils are to do and learn from the texts. Pupils read a range of texts in guided reading sessions and, in literacy lessons, explore texts to support the development of their writing by extending their knowledge of different types of writing and ways of expressing ideas through writing. Although teachers assess pupils’ attainment in reading at the end of each year, the quality of teachers’ reading records is variable. There are too few diagnostic comments to help guide individual improvement and identify, at an early stage, specific problems that pupils are having. Identification of such problems and advice on how to overcome them, raises standards. This has greatest impact on pupils whose reading is below average. Some of these pupils have limited strategies for interpreting the meaning of the text and the book chosen by a less able pupil in Year 6 was too difficult. Year 7 pupils make satisfactory progress in reading. They show understanding of the main themes and characters from the texts they study, demonstrated through the retelling of texts such as Shakespeare’s ‘As you like it’. They understand features of different texts, including instructional and chronological texts. When carrying out a written comprehension exercise, however, their answers do not always contain sufficient detail. Older pupils have a sound understanding of the library classification system and how to find information in reference books by using the contents and index pages. They put these skills to use when researching information, for example in history and geography.

94. Pupils' achievement in writing is satisfactory. There is a strong emphasis in the literacy hour on how writing is structured. Pupils learn to write satisfactorily for different purposes. By the age of seven most pupils have a good understanding of simple structure and their spelling ability is as expected for their age. Average and above average pupils can begin stories properly and are more consistent in their use of basic punctuation, demonstrating an increasing ability to punctuate speech. Higher attaining pupils make their sentences more interesting and complex by use of words or phrases such as 'then' and 'the next time'. Lower attaining pupils are able to construct simple sentences, but do not consistently demarcate sentence with punctuation. By the end of Year 2 pupils are beginning to make attempts to use a cursive script, but their neat attempts in the handwriting practice books is not yet reflected in their day to day work. However, pupils of all abilities, including those with special needs and those for whom English is an additional language, are making satisfactory progress.

95. By the end of Year 6 pupils recognise and use different styles of writing. They recognise the chief attributes of persuasive writing and write appropriately structured arguments for and against topics such as 'Do circuses still need animal acts?' They show a satisfactory understanding of the structure and grammar of more complex sentences, picking out verbs and adjectives. They show an ability to play with language when composing Haiku and alliterative poems. Lower attaining pupils greatly enjoyed the challenge of writing the alliterative poems and worked hard to find suitable vocabulary, producing results such as, "Nine nits nibbled nanny nicely." Higher attaining pupils employ a wider choice of vocabulary and a wider choice of sentence structures and also manage, where appropriate to inject an element of humour into their accounts of a personal event. For example, when describing the food on a flight to Lanzarote, one pupil writes, "One of the highlights of the Boeing 457 plane trip is the crackers. Yes, I said the crackers. They are the most crunchy, delicious crackers that ever set foot in my mouth." Year 7 pupils consolidate and extend their knowledge of grammar, although grammatical conventions such as the use of paragraphs are not fully established. They extend their use of connecting words, which they use to write more complex and extended sentences. However, average and below average attainers have a tendency to write overlong sentences, which sometimes lose their way.

96. Pupils are given opportunities to use language in different ways, for example, when they want to record their ideas quickly; they use charts, or note taking or select key words. This is helping them to develop the writing skills needed in other subjects of the curriculum. However, planning in other subjects, particularly history, geography and religious education does not give pupils quite enough opportunities to write in sufficiently varied forms and for different purposes, particularly in Year 2. In Year 7 too much of the work in history takes the form of answering questions.

97. Teaching in English is good overall and always at least satisfactory throughout the school. Teaching is a strength in Years 5 to 7 when it is often very good. Teaching in Years 1 and 2 is satisfactory. Lessons are well planned and appropriately structured to ensure that pupils' learning is developed systematically. Teachers explain to pupils at the start of each lesson what they will learn. This ensures that pupils know what they are expected to focus on and why, and involves them in their own learning. The work builds well on pupils' previous learning and good questioning by teachers extends pupils' thinking, particularly in the upper school. However, in the oral part of the lesson not all pupils are given an opportunity to answer questions and demonstrate what they know or have learned either orally or through use of alternative methods and resources. In many classes teachers use technical language well and, in the better lessons, encourage pupils to use it when explaining their work: for example, Year 7 pupils correctly used the terms *sub-headings*, *imperative* and *chronological order* when talking about the instructional text that they had analysed. In these lessons the pace is brisk and teachers have a flexible and good-humoured approach. In some lessons,

particularly in Years 1 and 2, time is not always used to best effect, because in a number of lessons the pace is rather slow and does not challenge pupils to speed up their thinking or rate of work. Consequently pupils sometimes become restless and talkative and are slow to settle to independent working.

98. Pupils with special educational needs receive good support from teaching assistants and teachers in lessons, who ensure that pupils with a physical impairment have the right equipment, enabling them to take a full part in lessons. Teachers adapt activities and tasks to meet the needs of groups of pupils of differing attainment within the Year 1, 2 and 7 classes, and, where appropriate, in the setted classes of Years 3 to 6. This ensures that the tasks are manageable for all pupils.

99. The subject is well led and there are sensible targets for further development. Sound systems are in place to enable the co-ordinator to observe her colleagues teaching literacy in the classroom. Teachers are well supported through planning guidelines and opportunities for them to further develop their expertise. The school has clear procedures for assessing pupils' progress, although more could be done to gain an accurate picture of pupils' attainment and progress in reading in Years 1 and 2. The information from tests is used to organise Years 3 to 6 into sets for English lessons. The school has begun to set short-term targets identifying what pupils need to learn and be able to do. However, this is not fully established throughout the school and sometimes teachers' marking lacks information to help the pupils improve. Opportunities to use ICT to improve pupils' progress are satisfactory. Word processing is used by pupils to draft and edit their work, for instance in report writing. Visits to the theatre, visiting theatre groups and events such as Book Week further stimulate pupils' learning and interest in English.

MATHEMATICS

100. Pupils reach average standards in mathematics by the end of Years 2, 6 and 7. Test results at the age of 7 have risen since the last report. In 2001 Year 2 pupils did well, attaining higher standards than those expected nationally and by pupils in similar schools. Current Year 2 pupils are working at average national levels of attainment. In Year 6, test results have consistently matched improving national average levels for several years. In 2001 they also matched those attained by pupils in similar schools. The current Year 6 pupils are working at average levels of attainment. In Year 7, pupils are working at the levels expected for their age. There are no differences in the standards reached by boys and girls, and pupils of all abilities, including those with special educational needs and in the early stages of learning English, achieve satisfactorily.

101. By the age of seven most pupils add and subtract numbers up to 100. They use mathematical operations and signs to write "number stories" correctly. However, some pupils with special educational needs make calculating errors because they do not recall basic number facts well enough. All pupils are learning to multiply. Many know multiplication tables for 2, 4, 5 and 10. They use this information to divide and to find simple fractions of quantities, for example calculating $\frac{1}{4}$ of 12 faces in a picture. Pupils measure length accurately in centimetres and tell the time. They name familiar shapes such as rectangles and cubes, and they use mirrors to find lines of symmetry. Pupils have satisfactory problem-solving skills, learned through practical tasks such as measuring and weighing, and using diagrams to show, for example, how to add numbers by counting spots.

102. By the age of eleven most pupils accurately add, subtract, multiply and divide whole numbers and decimals. Lower attaining pupils require help, especially when working with larger numbers and their understanding of multiplication and division is much weaker than other pupils. Higher attaining pupils extend their understanding of arithmetic through work on

algebraic equations and formulae. All pupils calculate area and perimeter, and use protractors to measure and draw angles. They construct and interpret line graphs, for instance investigating how the length of a shadow varies over the course of a day. Pupils have satisfactory problem-solving and investigation skills, but these are less well developed than other aspects of the subject. For example, pupils investigate number sequences such as the “triangle” numbers. They record the pattern, but do not go on to explain how to predict future terms in the sequence by using a rule expressed in words or an algebraic formula.

103. Pupils in Year 7 work at the levels expected for their age and ability. For example, average and higher attaining pupils work confidently with algebra. They investigate well whether expressions such as $a(a + 1)$, $a^2 + a$ and $3a$ are equivalent by substituting different values for “a”. Lower attaining pupils apply their knowledge of angles and metric measures well to devise questions that fit given answers. For instance, given the calculation “ $180 - 135$ ” pupils invented questions such as “How large is the other angle in a triangle if 2 angles make 135 degrees?” As in other year groups, lower attaining pupils make calculation errors, but all pupils use a growing range of mental and written calculation methods. In work on data handling, pupils gain a secure understanding of simple probability and statistics. They know for example the difference between continuous and discrete data and use terms such as *median* and *range* to describe sets of data.

104. Teachers provide pupils with satisfactory opportunities to use numeracy in other subjects. For example, in design and technology pupils measure materials carefully as they mark them out when making products such as wheeled vehicles. In geography, pupils apply their knowledge of coordinates to find positions using grid references. Opportunities also arise in other subjects such as science and history. Mathematics lessons promote pupils’ literacy satisfactorily. Pupils are actively encouraged to join in class discussions, and teachers use and expect appropriate mathematical vocabulary.

105. Teaching and learning are good overall in mathematics. During the inspection, much of the teaching was good or very good, although one unsatisfactory lesson was also seen in a class with Year 2 pupils. Throughout the school, teachers plan very well for the different abilities and ages within their classes. They follow the planning framework set out in the National Numeracy Strategy and adapt it effectively to take account of the needs of different groups of pupils. Examination of pupils’ exercise books and work files shows that, over the year, work is appropriately matched to their capabilities, and that all pupils make satisfactory progress. However, despite other aspects of the lesson being good, one lesson was judged satisfactory overall because some of the work set was too hard. Pupils were unable to read and understand fully what they had to do in planning holidays for different groups of people. Consequently, not all pupils joined in the discussion successfully, and only the higher attaining pupils were able to complete the work sufficiently well.

106. Lessons follow well the three-part lesson structure set out in National Numeracy Strategy planning. They are a good mix of whole class teaching and individual or group work. Teachers question pupils effectively and explain work well. A good example was seen in a Year 3/4 lesson where pupils had to use what they already knew about doubling and the 3 times table to devise firstly the 6 times and 12 times tables, and then others such as the 9 times and 15 times. Good questions developed well the pupils’ understanding of relationships between the various tables. Pupils were eager to join in the discussion, because the work was interesting and built on what they already knew.

107. Teachers and support staff manage pupils well and have very good relationships with them. Pupils with special educational needs and those in the early stages of learning English make satisfactory long-term progress. They learn well in lessons because of the high quality of their relationships with adults and the effective support they receive. Teachers take care to

include all pupils in class discussions with well-chosen questions. Where pupils have special physical needs, equipment such as magnifiers and sloping writing desks are readily available and allow pupils to participate fully in lessons. In response to the very good learning atmosphere, pupils have good attitudes to study and they behave well. As a result, lessons are calm and purposeful, pupils want to learn and lessons proceed at a good pace.

108. Teachers make good use of time generally. Nearly all lessons adhere well to planned timings. In one lesson, particularly brisk teaching enabled the teacher to get ahead of schedule. The additional time that pupils had for their own work was a significant factor in the good progress that they made. However, one lesson was judged unsatisfactory because the teacher took too long over the introductory discussion. As a result pupils lost concentration and there was insufficient time for pupils to practise what they had just been taught.

109. Teachers make satisfactory use of ICT to support teaching and learning. The ICT programme of study includes elements of mathematical modelling and data handling, and when the computer suite is not being used for ICT lessons, teachers sometimes use it for mathematics classes. However, teachers make insufficient use of other computers around the school. During the inspection, no pupils were observed using computers during mathematics lessons.

110. Procedures for tracking pupils' mathematics attainment and progress are good. Teachers follow a regular assessment programme, and keep detailed records for each pupil. However, in the short term, assessment is only satisfactory. Teachers assess pupils' work well in lessons through class and individual discussion, often referring back to the learning objectives for the lesson. Where this occurs it enables pupils to assess their own progress. However, the quality of written marking in exercise books is only satisfactory at best. This is due largely to the absence of a marking policy and clear guidance. Teachers praise effort appropriately, but they make too few comments to show pupils how to improve the quality and accuracy of their work. More effective use could be made of assessment information in setting learning targets. Some teachers set individual learning targets for their pupils. These are tested and changed when necessary, but this practice is inconsistent.

111. Mathematics is well led by the coordinator, supported by colleagues in other parts of the school. She is involved in monitoring activities, such as observing the whole-class sessions at the start of each lesson to evaluate the impact of the National Numeracy Strategy. The mathematics action plan identifies appropriate targets for improvement and sets out clearly the financial implications. The school has sufficient learning resources for mathematics, which are readily available for use in classrooms.

SCIENCE

112. In the 2001 teachers' assessment of seven-year old pupils overall standards were well below national average, although pupils' knowledge and understanding of life processes was above average and the proportion of pupils reaching the higher than expected Level 3 was well above the national average. In the National Tests at the end of Year 6, eleven-year old pupils' attainment was in line with the national average and with that in similar schools, and the proportion of pupils achieving the higher than expected Level 5 was above the national average.

113. Inspection evidence indicates that pupils enter Year 1 with levels of attainment that are average for their age. The majority of pupils in Year 2 achieve standards in line with the national average for seven-year-olds. This represents satisfactory achievement but a fall in standards in Year 2 since the last inspection. By the time they are eleven, pupils continue to achieve satisfactorily and their standards are average, a maintenance of standards in Year 6

since the last inspection. Current standards in Year 7 are in line with those expected for twelve-year olds.

114. The school has been monitoring progress made by older pupils and has analysed weak areas of the curriculum indicated by test results. It has improved planning and teaching to raise standards. Pupils with special needs and those with English as an additional language make similar progress to other pupils in Years 1 to 6. They make good progress in Year 7.

115. By the age of seven pupils have sound understanding of fair testing. When investigating the conditions for healthy plant growth they understand that only one factor must be changed. They make sensible predictions and record their work neatly. Pupils study a variety of foods and describe them using suitable words such as spicy, sour, tangy and salty. They correctly identify which parts of plants they can eat, for example seeds, roots and leaves. When learning about forces, pupils examine objects in the classroom. Higher attaining and average pupils correctly group the objects according to whether they move by being pushed or pulled. Lower attaining pupils need additional support in order to fully grasp this concept. Pupils learn to use magnifiers and specimen boxes while investigating the plants and mini-beasts living in different habitats in the school grounds. Pupils with special needs are well supported by other pupils and quickly learn where to look and how to treat the creatures they find. They are beginning to learn the relationship between habitats and inhabitants. This experience contributes significantly to their moral and social development. The discovery of unfamiliar plants and insects and the amazement shown on these occasions have an important impact on their spiritual development. All pupils demonstrate curiosity and a willingness to learn. They work together well and share resources sensibly.

116. By the age of eleven, pupils of all abilities consolidate their knowledge and understanding of fair testing. They investigate the effect on the rate of evaporation when surface area or temperature is varied. Higher attaining and average pupils make well-informed predictions. Lower attaining pupils demonstrate less understanding when predicting outcomes. All pupils record what they do and discover in ways that reflect their abilities. They treat resources with care, especially when handling living things such as plants. They support each other well, for example when discussing how to measure plant growth accurately or designing tables to record results. Such activities contribute to their social development. When experimenting with the components of electrical circuits, pupils demonstrate a good awareness of safety factors and behave very maturely. They work quickly and efficiently and respond well to challenges. Most pupils describe their activities and discoveries clearly and concisely. Lower attaining pupils and those with English as an additional language are very keen to contribute. Support provided by teachers, support staff and other pupils enables them to fully participate in all aspects of lessons.

117. By the age of twelve, pupils are learning to record their work in much greater depth and detail. Pupils of all abilities present their work well and demonstrate sound knowledge of the topics they cover. They use their mathematical skills well when drawing a range of graphs to represent their findings while investigating the extension to a spring caused by attaching different weights. Pupils know how to use indicator paper to determine the pH of different household liquids. They correctly give examples of acids and alkalis. Higher attaining and average pupils correctly classify different plant and animal life forms and pupils of all abilities identify producers, prey and consumers in food chains. They have a sound understanding of the effect on man made and natural materials caused by pollution, weathering, frozen water and plant growth. They make good use of resources such as videos, reference books and pictures downloaded from the internet by their teacher to widen their knowledge of these effects where they can be seen around the world. All pupils

demonstrate keen interest in what they are learning and make good use of what they already know. They make good progress in lessons and throughout the year.

118. The quality of teaching of science is good throughout the school. The overall quality has improved since the last inspection. Teachers have a good understanding of the subject. Lessons are well planned and good use is made of available resources. Careful questioning enables teachers to ensure that younger pupils understand their tasks and hence make good progress in lessons. They encourage pupils to use correct terms such as *habitat*, *predict*, *examine* and *record* and pupils demonstrate sound understanding of these terms. Pupils with special needs and those for whom English is an additional language are well supported. Pupils are organised into mixed ability groups so that higher attaining pupils can record group findings. Worksheets are provided which require less written work, enabling lower attaining pupils to focus on the science they are learning without being hindered by weaker literacy skills. Older pupils are encouraged to broaden their knowledge of scientific method and facts. Teachers' confidence in teaching the subject enables higher attaining pupils to achieve well in lessons. They consistently provide stimulating, challenging lessons in which all pupils make good progress. Resources are well organised and the range of activities and quality of support ensure that pupils of all abilities can participate fully. No evidence was seen of ICT being used in science lessons during the inspection.

119. There is a broad and balanced scheme of work in place. The co-ordinator has worked hard to improve teaching and raise standards in Years 3 to 7. Good plans are in place to provide similar support for Years 1 and 2 in the next academic year. Target sheets have been introduced. These enable teachers to assess pupils' knowledge, skills and progress in each area of learning within year groups. The use of individual targets is planned, to ensure that the needs of each pupil are more appropriately met. The resources available for Years 1 to 6 are satisfactory and facilities have improved since the last inspection, with sinks available in each classroom. However there is still a lack of specialist facilities, which restricts the delivery of the science curriculum in Year 7. This is largely overcome through the very good use the school makes of its strong links with the secondary school and additional resources borrowed from this school. Good use is also made of the stimulating school grounds.

ART AND DESIGN

120. No art and design lessons took place in the week of the inspection. Consequently there is insufficient evidence to make judgements on teaching and learning. Judgements on attainment and achievement, based on scrutiny of pupils' work, indicates that standards are in line with national expectations. This is similar to the findings of the last inspection. By the ages of seven, eleven and twelve, pupils' achievement is satisfactory. Pupils with special needs and for whom English is an additional language make similar progress to other pupils.

121. By the age of seven pupils are developing a satisfactory sense of proportion. They demonstrated this in their artwork associated with the Jubilee celebrations, during which they produced colourful pictures of the Queen. They successfully use their knowledge of mathematical shapes to produce repeating patterns using paint and sponges. Pupils worked with a visiting artist and experimented with different looms and threads to make attractive examples of weaving. They study artists such as van Gogh and Klee and use pastels, paints and tissue to produce satisfactory portraits in their styles. There was limited evidence of opportunities for design. However pupils' designs for Mother's Day cards demonstrated care and thought.

122. By the age of eleven, pupils use computers well to produce tessellating patterns and patterns made by rotating mathematical shapes. They made good use of their imagination when designing improvements to the school grounds and the local area. Some designs are

computer generated. Pupils link their artwork to other subjects. They have produced collages of Tudor houses and used papier maché to make a model of a Roman soldier. They study artists such as Picasso and successfully use paint, chalk and wax to create portraits that reflect his ideas.

123. By the age of twelve, pupils demonstrate an interest in natural art. Inspired by Andy Goldsworth, they have produced effective sculptures using wood chips, leaves, twigs, shells and stones. Pupils link their artwork with their studies of the medieval period. They have used foil and card to make shields and produce attractive examples of illustrated letters. They benefited from working with a visiting artist, learning about brass rubbing and producing some good examples.

124. There is a broad and balanced scheme of work, the elements of which maintain effective links with other subjects and contribute well to pupils' spiritual development. Opportunities for use of ICT are also well planned. A different aspect of each year group's work is monitored and the outcome is fed back to the staff. The introduction of sketchbooks throughout the school is planned in order to help pupils learn and enable teachers to assess achievement more effectively. The school's traditional participation in exhibitions at the Milton Keynes Gallery provides opportunities to improve links with the community.

DESIGN AND TECHNOLOGY

125. Pupils attain average standards in design and technology throughout the school, as judged by the limited range of work seen during the inspection. Standards are similar to those reported at the last inspection. Pupils make satisfactory progress and achieve satisfactorily in relation to their ability.

126. By the age of seven, pupils design and make a range of products. An attractive display of fabric puppets showed that pupils had taken good care when making them, cutting materials accurately and sewing them neatly. Pupils follow a simple design process that encourages them to show details of construction and to evaluate finished work. Although their model vehicles were not seen, written comments such as *"I will have a bigger box and I will put on thick cardboard wheels"* show clearly that pupils think constructively about their work and apply their literacy skills when explaining how to improve it.

127. In Year 3 to Year 7 pupils make products as diverse as torches and models of medieval siege weapons. Standards are in line with national expectations at all ages. As part of the design process, pupils routinely disassemble and evaluate commercial products. By the age of eleven, they have a good understanding of how materials affect the finished product, for example explaining that a slipper has *"a non-slip sole but a pin can easily go through"*. Although lower attaining pupils understand principles satisfactorily, they are less able to express themselves effectively, for example adding just short comments such as *"no ankle support"*. Year 5 and Year 6 pupils explain well how structures perform different roles, such as supporting loads or spanning gaps. They understand different types of forces such as compression and tension and how to make frames stiff by adding struts. In one lesson they made good progress in designing a number of structures to briefs such as *a portable shelter that can be folded away when not in use, or an item of playground equipment*. They produced a number of drawings, showing different views and indicating how to make their structures rigid in use.

128. Three lessons were seen, ranging from very good to satisfactory. The standards of work seen during the inspection indicate that teaching is good overall. Teachers have a good knowledge of the subject and use it effectively when leading discussions and explaining work. For example, one teacher highlighted three important functions of packaging – to contain,

protect and present the contents – in an initial brainstorm and subsequent discussion. Pupils then used these ideas as they developed their own ideas for making containers to safely transport items such as a glass ornament. Class management and relationships with pupils were very good, and contributed very well to learning. Work was interesting, and consequently pupils behaved well. Two lessons were taken at a good pace, adding to pupils' enjoyment and ensuring that they had sufficient time to complete work. However, in one lesson, slower teaching pace and insufficient time to complete work were the principal reasons why the lesson was judged satisfactory overall rather than good. No evidence was seen of ICT being used in lessons during the inspection.

129. Teachers organise lessons well to include all pupils effectively. They arrange for pupils to work in mixed ability groups so that pupils with special educational needs can learn effectively from others in the class. Pupils in the early stages of learning English are well supported, for example by repeating questions back to the teacher, who then checks that they have fully understood. As a result, all pupils make similar progress.

130. The curriculum and associated assessment systems for design and technology are satisfactory, but the lack of a permanent coordinator for the subject is holding back developments. The school has adequate resources for the subject and these are accessible to teachers as required.

GEOGRAPHY

131. Standards in geography at the end of Years 6 and 7 are in line with those expected for these age groups and all pupils, including those with special educational needs and English as an additional language, achieve satisfactorily over time. Since the last inspection standards have been maintained. Due to time-tabling arrangements and curriculum organisation teaching was only observed in one Year 5/6 lesson and one Year 7 lesson. Much of the work in Years 1 and 2 is done orally and there was too little work in pupils' books for examination. It is not, therefore, possible to make judgements on standards or the quality of teaching in geography for these year groups. However, scrutiny of pupils' work and teachers' planning in other year groups, indicates that teaching is satisfactory

132. By the end of Year 2 pupils understand that a map represents physical features of a place. They have looked at how the land in the locality is used and recorded aspects that they felt to be important using a digital camera. They draw simple maps to show their route to school. They are beginning to develop awareness of environmental issues and carry out a fieldwork exercise to compare the volume of traffic in roads near to the school. They have identified Sutherland Grove as the quietest road. They have studied the different types of houses in the village and drawn simple plans to show their location and a colour-coded key to show their types. Pupils are developing an awareness of other countries from photographs, from information that family and friends have brought back from their visits abroad and by following the travels of Barnaby Bear. They are able to describe some of the differences between England and Oman making references to the climate, land and buildings. For example, "People (in Oman) wear loose clothing because it is very hot there."

133. By the age of eleven, pupils have a sound understanding of how to use different maps and the use of scale. They draw maps to show key human and physical features of a village. In their study of coastal environments they carry out experiments to illustrate some of the effects of erosion on different rocks, for instance, acid rain. They apply their knowledge of science to answer questions, such as 'What does frost do to saturated rock?' They understand how water can change the landscape and how the different coastal features of a cave, arch and stack are formed. Pupils are developing a sound understanding of environmental issues and show a clear understanding of how human activity impacts on the

environment. For example, they identify which people will gain or lose from the building of a new racetrack, stating the reasons.

134. Pupils in Year 7 revise and extend their understanding and use of different types of maps. They use compass references to carry out orienteering excises and understand and use six-figure grid references. They are developing their ability to interpret features, such as contour lines, on an ordnance survey map. In their exploration of links across the world, they make good use of atlases to find out about the wealth and health of different countries. They make comparisons between the wealth and life expectancy and are beginning to draw conclusions from their findings.

135. The quality of teaching and learning in the lessons seen was satisfactory overall. Lessons were well prepared and teachers were clear about what they wanted the pupils to learn. Focused questioning ensured that pupils applied the skills they are learning. However, there was a tendency to provide pupils with answers. A particularly good feature of one lesson was the use of the school grounds to explore permeable and non-permeable ground cover. The practical investigation enabled pupils to see for themselves how different materials and locations affected absorption and flow of surface water. This approach stimulated pupils' interest. As a result they behaved well and were willing to answer questions and enter discussions. From the evidence of pupils' work and progress, it is evident that teachers' planning for the development of geographical skills is sound. Planning is based on the national guidance to ensure that the geography curriculum is appropriately covered and meets the needs of each different age group.

136. Good use is made of visits and the local environment to support pupils' learning and provide opportunities for fieldwork. The subject is well managed and learning resources well organised. Plans for further development of the curriculum include improving the provision and use of ICT resources. No evidence was seen of ICT being used in lessons during the inspection.

HISTORY

137. Standards in history at the end of Year 6 are in line with those expected for this age group and all pupils, including those with special educational needs and English as an additional language, achieve satisfactorily over time. Pupils in Year 7 are working at an appropriate level for pupils of this age and achievement is also satisfactory. Standards are similar to those reported at the last inspection. Much of the work in Years 1 and 2 is done orally and there was too little work in pupils' books for examination. It is not, therefore, possible to make judgements on standards for these year groups.

138. Pupils in Years 1 and 2 are developing an awareness of the passing of time and differences between past and present. Teachers' planning shows that they learn about significant moments in the history of Britain, such as the Gunpowder Plot, and about the lives of notable people, for example Florence Nightingale. They explore artefacts such as toys and everyday household items to discover how these have changed over time. However, insufficient use is made of pupils' literacy skills to record what they are learning.

139. Pupils make sound progress in the subject due to the emphasis on the teaching of historical skills. By the age of eleven pupils consider greater periods of time. Pupils in Years 3 and 4 develop an understanding of why people have invaded Britain and some of the changes they brought with them. Pupils in Years 5 and 6 develop a sound knowledge and understanding of the lives of the Aztecs and Ancient Greeks. They know that Aztec civilisation was organised on different levels. They use their knowledge of Aztec civilisation and Cortes's expedition to Mexico to set out arguments for and against the premise that the Spanish

conquest of Mexico was a good thing. They understand that the past is represented and interpreted in various ways and recognise differences between facts and opinion. They are beginning to recognise the possibility of bias in accounts of historical events; for example that eyewitness accounts may reflect a particular point of view. Pupils make appropriate use of the range of resources in the school, including maps, reference books and artefacts. There is evidence in pupils' work of well-presented independent writing, particularly from higher attaining pupils. They present their research in a variety of ways, including appropriately plotted timelines demonstrating their increasing knowledge of chronology. The work of Year 7 shows a sound knowledge and understanding of life in medieval times. They give careful thought to events such as the murder of Thomas Becket. However, links between aspects covered are not always made clear and little comparison is made between medieval times and the present day.

140. Due to timetabling arrangements only three lessons were seen in history. However, evidence from these lessons, scrutiny of pupils' work and teachers' planning indicates that teaching is satisfactory overall. Teachers' planning for the development of pupils' history skills and the acquisition of knowledge is sound. Planning is based on the national guidance, which shows what pupils should be taught in each phase. Satisfactory attention is paid to adapting the work to suit the needs of pupils with special educational needs and the different attainment groups within the classes. Opportunities for pupils to apply and practise their literacy skills, by presenting their information in a variety of styles, is satisfactory in Years 1 and 2, but limited in Year 7 as too much of the recorded work takes the form of answering questions. The quality of teaching in the lessons seen was good overall, although unsatisfactory for some Year 2 pupils. The lessons were well prepared and teachers were clear about what they wanted the pupils to learn. Focused questioning ensures that pupils apply the skills they are learning. Good use was made of artefacts to stimulate pupils' interest and encourage them to develop their questioning skills; for example in Years 1 and 2, in order to find out about the use of household items from the past. In the less successful lesson the pace was slow and, although pupils were interested, there was constant restlessness and chatter throughout the discussion session. Expectations of pupils' work were too low and insufficient time allowed for pupils to produce work of a satisfactory quality

141. Management of the subject is good. Standards are monitored through pupils' progress books and spot checking of the match of lesson planning to the scheme of work. Resources are well organised into topic boxes. Good use is made of visits to museums and visitors to enhance the curriculum and stimulate pupils' interest. Satisfactory use is made of ICT in pupils' learning of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

142. Standards in ICT are below national expectations throughout the school. Standards fell from the average levels reported at the last inspection until the end of the last academic year in 2001. This is because of greater demands of the developing national curriculum not being met by the available hardware or software in the school or teachers' confidence and skill in the subject. However, since September 2001 there have been considerable improvements in the school's provision for ICT. A new computer suite has become available, staff have received training in the subject and all pupils now receive a weekly ICT lesson. These improvements are having a marked impact on standards, which are rising quickly. However, there has been insufficient time to restore standards in all aspects of the subject to the level expected. Pupils of all abilities throughout the school have made good progress this year, but standards are lower than they should be.

143. The weekly lesson has been very effective in developing pupils' computer operating skills, which are appropriate for their age. A few younger pupils need assistance, but the vast

majority of pupils work independently when loading programs, using the network and printing work. Older pupils have a good understanding of why passwords are necessary when “logging on” in order to protect their work from accidental or deliberate damage. Pupils have growing keyboard skills, many older pupils quickly and accurately entering text and numbers. Pupils with special educational needs and those for whom English is an additional language have the same level of keyboard skills as others in their class.

144. By the age of seven, pupils add captions to pictures when they make “Thank You” cards or when they label the important parts of a flower as they study living things in science. They explore limericks in English, by investigating the effect of changing the words at the end of each line and printing out different versions. Pupils use computers to “paint” pictures, for example when studying houses as part of their study of the area around the school in geography. Standards in these aspects of the subject are those expected for pupils of the same age.

145. Pupils in Year 3 and Year 4 use word processors to write about topics such as the Vikings in history, and poems on subjects such as “Hats” in English. Work is well presented, and has clearly been edited to remove spelling errors and to ensure that punctuation is correct. In two lessons seen, pupils explored well how to change the style of text in order to add special effects to words such as “rainbow”, “grow” and “crash” to illustrate the words pictorially. This work is up to the standard expected. Older pupils, in Years 5, 6 and 7 practise report writing in English, and use text and pictures together to illustrate effectively subjects such as the Passover. This work is up to the level expected, but other aspects of the communicating information, such as the use of multi-media presentations, are under-developed.

146. Pupils enter data into spreadsheet and database programs and draw graphs to show, for example, how they come to school. During the inspection, Year 5 and Year 6 pupils were just completing a unit of work on “modelling”. They quickly set up the mathematical model to investigate a budget for buying wet play equipment and investigated a number of options successfully. Year 7 pupils learned in one lesson how to set up a computer database, including the use of validation checks for input data, and how to use the file to answer questions about the data. Whilst the work in data handling is approaching the standard expected, pupils are still at the stage of learning skills, and have not yet had opportunities to apply what they know in subjects across the curriculum.

147. The quality of teaching and learning in ICT are good overall. Teachers’ confidence in the subject is growing as a result of training. In all lessons seen, they demonstrated techniques effectively and explained work well. As a result, pupils were clear what they had to do in the work that followed. Teachers make good provision for pupils with special educational needs and those who are in the early stages of learning English. They seat pupils in mixed ability pairs, so that pupils can learn from each other as they share work on the computer. They take care to include all pupils in discussions. Teachers and classroom assistants support all pupils well as they circulate round the classroom, questioning effectively and checking carefully that pupils understand what is required of them. All pupils make equal progress in lessons because support is good.

148. The ICT programme of study meets National curriculum requirements. It is based on national guidance and makes good links with other subjects. The quality of planning is good. Each unit in the scheme of work is broken down into a number of smaller stages that develop pupils’ knowledge and skills systematically. In several lessons teachers allowed more experienced and higher attaining pupils opportunities to use their own initiative in using skills they had learnt elsewhere. For example, one pupil showed several others how to add a range

of effects to shape text on the screen. This enabled him to show what he could already do, and contributed well to the progress of other pupils in the class.

149. Most teachers manage classes well, and pupils respond positively. As a result lessons are enjoyable, busy and productive. However, one lesson was judged satisfactory overall mainly because the teacher was not firm enough in establishing quiet attention when she needed it. Consequently time was lost both at the beginning during the explanation and at the end when pupils were meant to be assessing for themselves how well they had done.

150. The school has a simple but effective system for assessing pupils' progress in ICT. The level of work that pupils reach is recorded at the end of each year and samples of work are regularly added to a growing portfolio for each pupil. The coordinator is new to the role this year, and has a good understanding of what remains to be done to further develop standards to the levels expected. The computer suite is good, but lacking an air-conditioning system, becomes very hot. Resources in the suite and the school generally are good. However, teachers do not make sufficient use of the computers around the school outside the weekly ICT lesson to support teaching and learning.

MODERN FOREIGN LANGUAGES

151. French is taught to all pupils in Year 7. Pupils also have the choice of learning either German or Spanish. Only one lesson was seen in each of French and Spanish. Judgements are based on these lessons, scrutiny of work and talking to the language teachers and co-ordinator. Standards are in line with national expectations in all three languages, both in terms of written and spoken language. All pupils, including those with special educational needs, are achieving well. This judgement reflects the findings of the previous inspection.

152. Pupils have a sound basic vocabulary that relates to everyday situations. They can use some simple sentences and phrases to communicate and respond to questions. Pupils enjoy the subjects and are keen to learn. They make good attempts at pronunciation, which is generally satisfactory. They listen carefully and respond appropriately to simple questions, for example, about what they are wearing or rooms in a house. They follow instructions and in lessons make gains in the number of words they know and in their ability to apply them in a relevant situation. They readily volunteer to answer questions. Their positive attitudes and good behaviour contribute significantly to their success.

153. A non-specialist teacher teaches French, but specialists from the local secondary school, which has language college status, teach German and Spanish. The quality of teaching is good and all subjects are taught in a lively and stimulating way. Teachers make good use of the target language and present good examples of correct usage and pronunciation. Lessons are well planned and pupils' skills and knowledge are developed sequentially. The pace of lessons is good and pupils are offered a variety of interesting activities. Those who find aspects of the work difficult are well supported to ensure that they have full access to the curriculum.

154. The school has good resources to support teaching and learning and teachers make good use of the published schemes for French and German. Parallel schemes have been adopted to ensure that pupils follow the same approach and coverage in both languages. The content of lessons is similar in Spanish and the school plans to adopt the parallel scheme once published. No use of ICT was observed in the teaching of modern foreign languages. The subject is well managed and relationships between teachers and the two schools are very good.

MUSIC

155. Insufficient evidence was available during the inspection to assess the standards that pupils attain, their progress and achievement, or the quality of teaching and learning. It was possible to see just one school assembly and one lesson.

156. Assembly singing is satisfactory. The lesson seen was very good. It was very well planned, brisk and interesting and embraced a good range of musical activities. As a result pupils behaved very well and joined in enthusiastically. The teacher's musicianship was evident throughout. She leads singing well by example, and uses links with other subjects effectively. For instance, she used pupils' knowledge of rhyme and poetry to develop their understanding of how a song is structured. Work was increasingly demanding as the lesson progressed. By the end of the lesson pupils had improved their ability to clap simple rhythm patterns accurately, they had learned a new song which they sang rhythmically and in tune, and had made very good progress in building up a complex percussion accompaniment.

157. Provision for music has improved since the last inspection. A new commercial scheme of work for music has been purchased, a new coordinator has been appointed, staff have received training from local authority specialists, and extra-curricular activities have been developed. The coordinator leads the subject and supports colleagues very well. For example, she teaches all Year 3/4 classes herself, and has prepared detailed curriculum and teaching plans for other teachers to use. These are of high quality. Pupils are offered tuition on violin, guitar, and a range of brass and woodwind instruments, taught by visiting specialists. Teachers' reports show that pupils make good progress in these lessons. A choir meets regularly, and there are plans to have an orchestra. The school has sufficient learning resources for all aspects of pupils' musical education. The headteacher is committed to the further development of music, and because the coordinator leads well the school is well placed to continue the good improvements it has already made.

PHYSICAL EDUCATION

158. By the age of seven, pupils make satisfactory progress in physical education and achieve standards in line with expectations for their age. All pupils, including those with special educational needs and those for whom English is an additional language, have equal access to the subject and make satisfactory progress in relation to their prior experience. Due to the timetabling of the subject, it was only possible to see one Year 3/4 lesson and one lesson in Year 7. There is therefore insufficient evidence to judge standards reached or achievements made by seven and eleven-year-olds.

159. It was only possible to observe gymnastics and games during the period of the inspection. Teachers' planning documents however indicate that pupils have access to all areas of the National curriculum for physical education. The large majority of pupils fulfil the national requirements for swimming by the time they are eleven.

160. Pupils in Years 1 and 2 demonstrate a developing sense of balance and satisfactory hand-eye co-ordination when participating in relay races involving control of hoops and balls. There is no significant difference between the performances of girls and boys. During warm-up sessions they listen carefully to instructions and follow teachers' demonstrations well. They demonstrate good control of their bodies when asked to change direction or movement. Pupils are able to devise their own races, incorporating the skills they have been practising, such as dribbling, throwing, catching and bouncing large balls. They co-operate well and share resources sensibly.

161. Pupils in Years 3 and 4 demonstrated a good understanding of safety issues during a gymnastic lesson in the hall. The majority of pupils have good stamina and many are quite supple. When moving round the hall and developing sequences, they control their movements well and make good use of the available space. Older pupils perform with greater confidence. All pupils use their skills well to create sequences involving balancing in imaginative positions, using different parts of their bodies. Year 4 pupils complete their movements well, but Year 3 pupils have yet to fully develop their sense of balance. Pupils are very supportive, take pride in their performances and appreciate each other's efforts. This contributes well to their social development.

162. By the age of twelve, many pupils develop a good sense of balance. They are able to bend, stretch and hold positions well and are developing the skills involved in playing volleyball. They work well in small groups, practising serving and passing and by the end of the session are able to sustain quite long sequences within a game. They participate with enthusiasm and work hard to improve their performances.

163. The quality of teaching in the few lessons observed was at least satisfactory and sometimes good. In more effective lessons, teachers are well organised and demonstrate clearly the skills to be developed. They challenge pupils to persist until they succeed and pupils respond well. Teachers know their subject well, and convey it to pupils in a well-informed and structured manner. In less effective lessons, activities are too complex and pupils are given insufficient guidance and time to make good progress. Whilst a good range of resources is used, too much time is devoted to the organisation of each section of the lessons.

164. There is a satisfactory policy for the subject and an effective scheme of work to guide teachers in planning lessons. A good hall and a satisfactory range of resources contribute to success. Pupils benefit from visiting specialists providing badminton and hockey training and there is significant parental support. Pupils perform very well in district cross-country events and participate in the local school's football league. Older pupils' enjoyment of physical education is further enhanced by participating in a week of outdoor pursuits such as canoeing and abseiling. There is close co-operation between feeder and secondary schools in order to achieve a co-ordinated approach to assessment and recording. The co-ordinator regularly attends training courses and works closely with staff in order to develop their expertise and raise standards. The school has maintained the good provision reported at the time of the last inspection.

RELIGIOUS EDUCATION

165. Standards in religious education at the end of Year 6 meet the expectations of the syllabus taught in all local authority schools. All pupils achieve satisfactorily, including those with special educational needs, and those for whom English as an additional language. Pupils in Year 7 are working at an appropriate level for pupils of this age and achievement is also satisfactory. Standards are similar to those reported at the time of the last inspection.

166. In Years 1 and 2 most work is oral and there was too little work in pupils' books for examination. It is not therefore possible to make judgements on standards in religious education for these year groups. By the age of seven, pupils are aware of different religions and know that they each have books and artefacts that are special to them. They know that the Bible is a special book for Christians and the Torah a special book for Jews. They learn about special occasions in the Christian calendar such as Christmas and Easter, and celebrations that are common to all religions such as weddings. Pupils learn aspects of the Jewish faith and how Jews celebrate Shabbat.

167. By the age of eleven pupils have increased their knowledge and understanding of the aspects of religious education that they began learning in Years 1 and 2. They extend their study to aspects of religions other than Christianity, for example, Islam, Sikhism and Judaism. They understand the important role religious belief plays in the life of Muslims and how it affects the way in which they live. They learn how the Bible is composed of many books and about the significance of William Tyndale in the development of the English Bible. Pupils increase their knowledge and understanding of bible stories. They give careful thought to what they can learn from familiar stories such as the Good Samaritan and come up with their own definitions of a neighbour; for example, "Good neighbours always care for you and are kind when you are in trouble." Pupils in Year 7 have a sound understanding of the place of pilgrimage and peoples' reason for pilgrimages to special places around the world; for example Lourdes and Mecca. They are developing a wider concept of religion and the different forms of belief. They have, for example, discussed the idea of truth and understand that this can take different forms, for instance, religious truth and scientific truth.

168. Teaching is satisfactory and the curriculum is covered well. Teaching was very good in Years 5 and 6 and satisfactory in Years 1 and 2. The lessons were well prepared and had a clear focus, which was shared with pupils. This effectively ensured that pupils knew what they were expected to focus on and why, and involves them in their own learning. In the best lesson the quality of the explanations and questioning was very good and captured pupils' interest. They gave careful thought to their response to questions such as, "What does the story make you think about in your own life?" and "Who is a neighbour?" Pupils were motivated to ask their own questions in their desire to fully understand the story; for example, "Why were the Jews and Samaritans enemies?" Teachers made good use of artefacts, for example, in one such lesson involved pupils to demonstrate parts of the Shabbat story. However, in less successful lessons, the pace was rather slow and, although pupils were clearly interested, they began to lose concentration and fidget. No evidence was seen of ICT being used in the teaching of religious education.

169. The curriculum is well organised and the co-ordinator for religious education has clear plans for its further development. The management role is developing well and the coordinator has time allocated for monitoring the curriculum. Assessment procedures are not consistent, but the school is working towards implementation of a new system based on national curriculum expectations. The school has a good range of artefacts to support teaching and learning and makes good use of visits to places of worship and visitors to school to talk about different aspects of religion.