

INSPECTION REPORT

**BISHOPS TACHBROOK CE PRIMARY
SCHOOL**

Bishops Tachbrook, Leamington Spa

LEA area: Warwickshire

Unique reference number: 125657

Acting Headteacher: Mrs S Marshall

Reporting inspector: Peter Howlett
23744

Dates of inspection: 22nd – 25th April 2002

Inspection number: 195204

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Kingsley Road Bishops Tachbrook Leamington Spa Warwickshire
Postcode:	CV33 9RY
Telephone number:	(01926) 426 020
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Joan Alderman
Date of previous inspection:	30 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23744	Peter Howlett	Registered inspector	Mathematics Information and communication technology Art and design Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
14324	Michael Hudson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
15011	Marion Wallace	Team inspector	Foundation Stage Special educational needs Science Design and technology Music Physical education	
20877	David Pink	Team inspector	English History Geography Religious education	How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a Church of England voluntary controlled primary school for boys and girls aged four to eleven years. Smaller than average sized, it currently has 197 pupils on roll, including 26 children under five attending full time in the reception class. The number on roll has increased steadily since the last inspection. Although there is a relatively even mix of boys and girls overall, in some year groups there is a significant gender imbalance. The school has good links with the independent nursery on site.

The school is situated in the village of the same name, near Leamington Spa, Warwickshire. The immediate area is socially diverse, but overall the school serves a relatively socially advantaged area. Pupils come from a mixture of owner-occupied and local authority housing. Most pupils live in the village or nearby smaller hamlets. Approximately eight per cent of pupils are eligible for free school meals, which is less than the national average. Most pupils are from families of white UK heritage and the one pupil who has English as an additional language is bilingual. Nearly 32 per cent of pupils are on the school's register for special educational needs, for a variety of learning and behaviour difficulties. This is well above the national average and higher than at the time of the previous inspection. Five pupils have a statement of special educational need. Pupils' achievements on entry are broad but generally above those typically found nationally.

HOW GOOD THE SCHOOL IS

Bishop Tachbrook is a caring and welcoming school in which all pupils are equally valued. It is an orderly and happy place and provides a secure learning environment and a sound education for its pupils. Standards in mathematics, science, music and religious education are above those typically found nationally by the time pupils leave school. Reading and speaking and listening skills are good and writing skills average. Pupils make satisfactory progress overall, except in design and technology and art and design. Teaching is satisfactory overall, with many good lessons and two unsatisfactory lessons. The school is soundly led and managed. The school uses its budget prudently and gives satisfactory value for money.

What the school does well

- Pupils achieve well in Years 1 and 2 because of good teaching.
- Pupils achieve well in science, music and religious education.
- The good ethos of the school is underpinned by very good provision for pupils' social and spiritual development and good provision for their moral and cultural development.
- The consistent management of pupils' behaviour by staff promotes pupils' very good behaviour, attitudes and relationships.
- Good opportunities for pupils' personal development help them to become mature and responsible.
- The school looks after its pupils well and its procedures for ensuring their welfare are good.
- Provision for pupils with special educational needs is good, enabling them to make good progress.
- The school maintains good links with the local community.

What could be improved

- Achievements of higher attaining pupils, particularly in writing and for girls in mathematics.
- Standards in art and design and design and technology.
- The use made of assessment information to raise standards.
- How the school plans and evaluates its work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the last inspection in June 1997. Pupils in Years 3 to 6 now make satisfactory progress and there has been good improvement in standards in science and satisfactory improvement in English and mathematics, but more able pupils could achieve higher standards. Standards in music and religious education have improved, although they have fallen in art and design and have not improved in design and technology. Pupils' behaviour, relationships and personal development have improved. Provision for pupils with special educational needs has improved, enabling these pupils to make good progress. The school has satisfactorily addressed the key issues from the last inspection. The quality of teaching in Years 3 to 6 has improved, and curriculum time and accommodation are used more effectively. The school has the potential to improve further, although it needs to develop measures for evaluating its work.

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	C	B	C	C
mathematics	C	C	C	C
science	D	A	B	B

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

Results in the 2001 national tests in Year 6 were average in English and mathematics and above average in science in comparison to both the performances of schools nationally and to those of similar schools. The proportion of pupils reaching the expected Level 4 was average in English and mathematics. The school exceeded its published targets in English and mathematics. In English the target was appropriate but in mathematics it was set far too low. This has been rectified and published targets for 2002 provide an appropriate degree of challenge. In science, all Year 6 pupils achieved at least the expected level. The percentage of pupils achieving the higher Level 5 was above average in science, average in English and below average in mathematics. Girls do consistently worse than boys in the mathematics tests. Results in the 2001 national tests in Year 2 were above the national average in reading and mathematics and average in writing.

Inspection evidence confirms that pupils' achievement overall is satisfactory. Standards are above average in reading, speaking and listening and mathematics, and average in writing in Years 2 and 6. Pupils achieve well in science, religious education and music and standards are above expected levels in Years 2 and 6. Standards are typical of those found nationally in information and communication technology (ICT), history, geography and physical education across the school. Standards in art and design and design and technology are below expected levels by the end of year 6. Pupils with special educational needs make good progress. Higher attaining pupils make satisfactory progress but are capable of higher standards, particularly in Years 3 to 6.

Children under five make satisfactory progress. Their personal, social and emotional development is very good. Standards in speaking and listening, reading, mathematical development and knowledge and understanding of the world are above average. Standards in writing and creative and physical development are average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and in lessons they show enthusiasm and keenness to learn and find out more.
Behaviour, in and out of classrooms	Very good. The atmosphere in lessons is calm, orderly and purposeful. Behaviour during assemblies is very good. At playtimes, around the school and in assemblies, pupils behave very well.
Personal development and relationships	Relationships in the school are very good. Pupils form friendly and supportive relationships and show respect for the feelings and values of others. They are polite, well mannered and demonstrate good social skills. Pupils show very good levels of personal responsibility and use their initiative well.
Attendance	Very good. Attendance is well above the national average. Punctuality is very good.

The quality of relationships, pupils' attitudes to learning and their behaviour make a significant contribution to the quality of learning.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is satisfactory. Of 44 lessons or parts of lessons seen, only two were unsatisfactory. This is a good improvement on the last inspection when nearly a quarter of the lessons were unsatisfactory. Approximately a half of the lessons were at least good and over one in five lessons were at least very good. Teaching of English and mathematics is good in Years 1 and 2 and satisfactory in Years 3 to 6. Teaching of science, music and religious education is good across the school. Teaching of ICT is satisfactory. There are weaknesses in the teaching of art and design, physical education and design and technology. The teaching of children under five is satisfactory.

Teachers in Years 1 and 2 have high expectations and this results in good learning. Throughout the school, relationships between teachers and pupils are very good. Good features of teaching throughout the school include the way teachers manage pupils, the support they give to pupils with special educational needs, the effectiveness of teaching methods and, in Years 1 and 2, the teaching of basic skills. The main shortcomings in teaching are the failure to challenge the higher attaining pupils at times and sometimes teachers do not use assessment information effectively to plan the next steps in pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The national strategies for literacy and numeracy have been satisfactorily implemented. The curriculum for science, music and religious education is good. There are shortcomings in how the school plans work in other subjects. Provision for extra-curricular activities, personal, social and health education and links with the local community are good.
Provision for pupils with special educational needs	Good. The consistently good support and teaching pupils receive throughout their time at the school is reflected in the good progress they make. Early identification, effective assessment and monitoring of progress and provision of suitably challenging targets enable pupils to make good progress. The school has made good progress adapting to the revised Code of Practice.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school's ethos is very supportive and adults around the school provide good role models. Provision for pupils' spiritual and social development is very good. Provision for pupils' moral and cultural development is good. There are good links with the Church.
How well the school cares for its pupils	Satisfactory. Procedures for child protection and pupils' welfare and support for pupils' personal development are good. Monitoring of pupils' academic progress is satisfactory but the school does not use assessment information effectively to raise standards.

Parental involvement in the work of the school is good and the school values the part parents play in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The school's ethos is good and the headteacher and staff successfully promote a calm and caring atmosphere. Teamwork is good and staff work well together. Although development planning has weaknesses, there is a shared vision for the future development of the school.
How well the governors fulfil their responsibilities	Satisfactory. The governing body fulfils its statutory responsibilities and there is an effective working relationship between governors and the management of the school. However, governors are not effectively involved in strategic planning and monitoring the work of the school.
The school's evaluation of its performance	Unsatisfactory. Procedures for monitoring and evaluating teaching are satisfactory but the school could do more to monitor its work - in its analysis of performance data and in developing measures to evaluate the results of planned actions.
The strategic use of resources	Satisfactory. The school ensures that its budget is spent prudently, with sound links between planned expenditure and the school's educational priorities. It takes effective measures to ensure it gets best value for money.

The accommodation provides a satisfactory environment for learning. Teachers make good use of the accommodation, despite its drawbacks. The quality and quantity of resources to support pupils' learning are satisfactory. Pupils are well supported in their learning by a good team of support staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school. • Children make good progress. • Children's behaviour in the school is good. • Teaching is good. • The school expects their children to work hard, do their best and become mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • Information on their children's progress. • The school working more closely with parents.

Views expressed at the parents' meeting, through the parents' questionnaire and during the inspection indicate that parents are generally satisfied with the school's provision. Some parents are concerned about the range of activities the school offers outside lessons. Inspection evidence did not support this view and found that, when compared with similar schools, a good range of extra-curricular activities is provided. A significant minority are dissatisfied about information on their children's progress and home/school links. Inspection evidence affirmed that while the present quality of communication and contact with parents is satisfactory, the school is continually reviewing how they could be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the local education authority's assessments undertaken when children start school indicate that overall standards of attainment on entry vary from year to year, between average and above average for the local area. Generally, most children arrive at school well equipped to begin full-time education. Standards of the current year's intake, although broad, are above those typically found nationally. By the end of the reception year, most children are in line to achieve the early learning goals in all areas of learning and many will be working on National Curriculum levels. Average and lower attaining children achieve well but higher attaining children could achieve more if they were better challenged in communication, language and literacy and mathematical development. Children's personal, social and emotional development is very good. Standards in speaking and listening, reading, mathematical development and knowledge and understanding of the world are above average. Standards in writing and in creative and physical development are average.
2. Results in the 2001 national tests for seven-year-olds were above average in reading and mathematics and average in writing in comparison with both the performance of schools nationally and that of similar schools. Apart from the dip in 2001, results in reading and writing have been consistently well above the national average since the last inspection. The fall in results in 2001 can be explained by the corresponding lower baseline assessments on entry for this year group. Results in mathematics have generally matched the national trend of improvement and have been consistently above the national average.
3. Results in the 2001 national tests for eleven-year-olds were in line with the national average in English and mathematics and above in science. When compared with the performances of similar schools, results were also average in English and mathematics and above average in science. In English, despite a dip in 2001, results have matched the national trend of improvement. Likewise in mathematics, results have matched the national trend of improvement. In science, the pattern in results has been somewhat erratic but has generally matched the national trend. In 2001, the proportion of pupils reaching the expected Level 4 was average in English and mathematics. The school exceeded its published targets in English and mathematics. In English, the target was appropriate but in mathematics it was set far too low. This has been rectified and published targets for 2002 provide an appropriate degree of challenge. In science, all Year 6 pupils achieved at least the expected level.
4. Pupils make satisfactory progress during their time at the school. This is an improvement on the findings of the last inspection when pupils in Years 3 to 6 made unsatisfactory progress. The improvement in pupils' achievement by the end of Year 6 is due mainly to the improvement in the quality of teaching of the junior aged pupils. Comparison of test results at the end of Years 2 and 6 is an unreliable guide to the progress made by the junior pupils, because of the small cohort sizes, increase in the proportion of special educational needs pupils and the movement of pupils in and out of the school. Of the 30 pupils in Year 6 in 2001, only 18 were in the school at the start of Year 3. A comparison of the results of these pupils at seven and eleven shows satisfactory progress.
5. Pupils identified as having special educational needs make good progress in their learning. Early identification of learning difficulties, the provision of suitably challenging targets and good support enable pupils to make good progress. Pupils generally achieve the targets identified in their individual education plans. In withdrawal sessions, during classroom support and in set groups for literacy and numeracy, the good quality care and support enable pupils to develop confidence and joy in their learning. Planning is well considered and contributes to progress in learning and developing confidence: targets are reviewed regularly and programmes of work are adjusted according to individual need. These pupils achieve well in relation to their prior attainment in

national tests for English, mathematics and science at the end of Year 2 and Year 6. Pupils with a statement of special educational needs make good progress.

6. Higher attaining pupils make satisfactory progress but are capable of higher standards, particularly in Years 3 to 6. There is a clearer focus on raising the attainment of these pupils, including the setting arrangements in English and mathematics across Years 3 to 6. However, although the proportion of pupils in Year 6 reaching higher Level 5 in the national tests in English and mathematics has risen since the last inspection, it is not high enough. There are insufficient opportunities for higher attaining pupils to develop their writing skills and the range of reading books available to the higher attaining pupils is limited. Teachers do not plan the development of skills in history, geography and information and communication technology sufficiently to reflect the different capabilities of all pupils, particularly for the higher attaining pupils. There is a marked difference in the performance of boys and girls in the national tests in mathematics for Year 6 pupils. Although the school is aware of the underachievement of girls in these tests, it has not investigated the reasons. However, in science, the percentage of pupils achieving the higher Level 5 was above average.
7. Pupils achieve satisfactorily in English and standards are above average by Years 2 and 6. This is an improvement in standards in Years 3 to 6 since the last inspection. Standards in speaking and listening are well above expected levels. Pupils enter the school with well-developed skills and have good opportunities to develop their speaking and listening skills. They are confident speakers and listen well to their teachers and each other. They explore a range of issues in class discussions and by Year 6 pupils give lengthy and thoughtful explanations while others in the group listen intently. Standards in reading are above average. Pupils enter the school with above average reading standards and these are maintained through sound provision and regular monitoring. By Year 3, most pupils are fluent readers. However, in Year 6, pupils are not encouraged effectively to be adventurous in their reading. Standards in writing are average, although standards in spelling, grammar and handwriting are good. Pupils make good gains in their knowledge of grammar and ability to spell in Years 1 and 2 and most Year 2 pupils write a joined and legible script. However, pupils are not given enough opportunities to develop their writing in Years 3 to 6. Pupils continue to write clearly but their writing lacks development in both style and vocabulary and drafting and redrafting skills are underdeveloped. Nevertheless, by Year 6, pupils can sustain an argument in writing and use different forms of writing to convey feelings, narrative and information. However, there are few opportunities across the curriculum for pupils to use and practise the different forms of writing at length and teachers do not expect high enough standards of presentation.
8. Pupils achieve satisfactorily in mathematics, and standards in numeracy are above average by Years 2 and 6. This is an improvement in standards in Years 3 to 6 since the last inspection. Pupils' understanding of number concepts and their written number skills are good. Pupils are good at explaining the strategies they use, and their skills at quick mental recall are above those typically found nationally. Year 6 pupils show good skills in solving algebraic problems mentally. Pupils show good achievement in their ability to use and apply what they have learnt in different contexts. Pupils solve problems related to number at a level above that expected for their age. However, pupils do not get enough opportunities to undertake investigative work. Standards in data handling and in other aspects of mathematics are generally above national standards.
9. Pupils achieve well in science and standards are above average by the end of Years 2 and 6. This is an improvement in standards in Years 3 to 6 since the last inspection. Younger pupils make good progress in acquiring appropriate scientific skills, knowledge and understanding. The quality of investigative work is good and by Year 2, pupils have a good knowledge and understanding of forces and characteristics of living things and can record their findings appropriately. Year 6 pupils have a good knowledge and understanding of the different areas of science. A strength is pupils' ability to consider and plan their own investigations. They are encouraged to write their own conclusions, stating reasons for their results. They record and measure variables and produce a range of graphs to show their results.

10. Standards have improved since the last inspection in religious education and music. Pupils achieve well and standards are above those typically found nationally at the end of Years 2 and 6. In music, standards are good because lessons are well planned and there are good opportunities to extend pupils' learning in clubs and a range of activities. In religious education, standards are good because of good teaching and the high quality of relationships, enabling pupils to explore and reflect upon complex ideas and issues. Pupils achieve satisfactorily in ICT, history and geography and standards are in line with expected levels. Standards in physical education are broadly in line with national expectations; pupils generally make satisfactory progress in their learning but their achievements are not as high as they could be because of shortcomings in teaching.
11. Pupils do not achieve well in art and design and in design and technology and standards are below expectations by the end of Years 2 and 6 in art and design and by Year 6 in design and technology. Standards in art and design are not as good as they were at the time of the last inspection. Most pupils have learnt little of the basic skills and techniques due primarily to the way the subjects are planned and taught. They are taught mainly on three whole days a year. There is too large a gap between lessons for skills to be consolidated. In addition, any pupil absent from school on one of those days misses a third of all their learning and experience in these subjects for the year.

Pupils' attitudes, values and personal development

12. Since the last inspection pupils' attitudes have continued to be good. Pupils are happy to learn, respond to challenge, sustain interest and enthusiasm, and are attentive in classes and assemblies. They work effectively both on their own, as in programmed reading before registration, and in paired and group activities, such as in Year 3 when examining an empty medicine packet to complete a health questionnaire. Pupils are well motivated, show a high degree of concentration and commitment and take pride in their efforts and achievements. Pupils enjoy lesson activities, for instance, creating actions to music during a Year 4 physical education lesson. Pupils offer constructive ideas, listen to what others have to say, and their contributions to discussions are thoughtful and imaginative, interpreting the wider meaning of a Bible story in Year 5. Pupils' positive attitudes enhance their learning. Children under five enjoy coming to school and settle quickly into school routines.
13. Pupils' behaviour has improved since the last inspection. It is now very good and a strength of the school. There were no exclusions last year. The behaviour policy and school and class rules are well understood by pupils, and properly applied by staff. From the time they enter the school, pupils are taught to exercise self-discipline and they respond very willingly to what is expected of them. The atmosphere in lessons is calm, orderly and purposeful. Behaviour during assemblies is very good. At playtimes and around the school, pupils behave very well and they respect property such as computers and displays. At lunch, pupils are nicely mannered and friendly, making it an enjoyable social occasion. Pupils are polite to visitors, offering them help and being pleasantly inquisitive. During the inspection, there were no signs of abuse, harassment or aggression. Pupils' very good behaviour greatly benefits their attainment and progress. Children in the reception class help to draw up their own class rules and respond very positively to their teacher's high expectations on behaviour.
14. Pupils' personal development has improved since the last inspection and is good. Pupils are self-assured, have high personal esteem and the ability to organise themselves effectively. Those who lack confidence or are socially insecure profit from the personal advice and support they receive. When given the opportunity, pupils show good initiative and independence. They enjoy responsibility and carry out any jobs they are given with diligence and pride. All pupils enhance their self-regard by doing classroom tasks, while older pupils increase their self-confidence by undertaking whole-school duties such as preparing assembly equipment. Discussion of important issues like friendship develops pupils' moral and social awareness. They appreciate the purpose of charities, benefit from residential visits and have a sense of citizenship. Children in the reception class develop a good sense of responsibility and can work independently.

15. Relationships in the school have also improved since the last inspection and are now very good, and another strong feature. Pupils are treated with respect and they flourish under the consistent and sensitive approach of staff. Pupils trust and have affinity with their teachers and the younger ones 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 on others and have marked respect for the feelings and sensibilities of others. There are many constructive and harmonious relationships. Playtimes are very congenial, with boys and girls playing happily together and older pupils helping younger ones. All relationships are enhanced during visits and extra curricular activities. Children in the reception class show consideration for others and have a clear understanding of right and wrong.
16. Pupils with special educational needs are fully integrated into the school community. These pupils are happy and secure within their class groups and the smaller support groups. They relate very well to their classmates and adults. This very good relationship gives pupils the confidence to join in with all school activities and explore new areas of learning. Pupils work well in the classroom, work with good levels of concentration and are eager to learn. Pupils are encouraged to work independently and they respond to this very well. Support staff and teachers are skilled in encouraging pupils to develop confidence and self-esteem, such as in the weekly Social Use of Language Project (SULP) sessions. Many pupils attend the extra-curricular clubs such as choir and this extends their learning and contributes to personal development.
17. Attendance is very good and a strength of the school. In the last school year, it was well above the national average and better than at the time of the last inspection. Unauthorised absence in the same year was well below the national average. Punctuality is very 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 their punctuality have a very positive impact on their learning.

HOW WELL ARE PUPILS TAUGHT?

18. Taking into account the analysis of pupils' work and lessons observed, the overall quality of teaching and learning is satisfactory. The school has been successful in addressing the key issue from the last inspection on improving the quality and consistency in teaching in Years 3 to 6. Teaching in Years 3 to 6, unsatisfactory at the last inspection, is now satisfactory. The good quality of teaching observed in Years 1 and 2 has been maintained, with more than seven out of every ten lessons at least good. During the inspection, 44 lessons or parts of lessons were seen. Of these, only two were judged to be unsatisfactory. Ninety-five per cent of lessons were satisfactory or better compared with 77 per cent at the last inspection. Over one in five lessons were at least very good, a slight improvement on the last inspection. Teaching of English and mathematics is good in Years 1 and 2 and satisfactory in Years 3 to 6. Teaching of science, music and religious education is good across the school. Teaching of information and communication technology (ICT) is satisfactory. There are weaknesses in the teaching of art and design, physical education and design and technology. The teaching of children under five is satisfactory but it is not as strong as at the last inspection.
19. The good features of teaching throughout the school include the management of pupils, support for pupils with special educational needs, effectiveness of teaching methods and, in Years 1 and 2, the teaching of basic skills. Throughout the school, relationships between teachers and pupils are very good and management of pupils' learning is good. The main shortcomings in teaching are the failure to challenge the higher attaining pupils at times and sometimes teachers failure to use assessment information to plan the next steps in pupils' learning.
20. The quality of teaching in the reception class is satisfactory, with a number of strengths. Relationships with children are very good and effectively contribute to the quality of learning because adults give consistent messages clearly and reinforce them in a friendly but firm way. Teaching promotes the personal and social development of children very well. A strength in teaching is the sensitive use of questions and opportunities to talk. This contributes to growing

levels of confidence and children's independence as learners. The teacher is skilful in her questioning to extend children's knowledge and to check their understanding. There is good organisation and planning of a range of interesting activities and effective reinforcement of learning. Support assistants are used well. However, the teacher does not promote the reading and writing skills of higher attaining children enough.

21. The high expectations teachers have of pupils in Years 1 and 2 result in good learning. There are many good features in teaching in Years 1 and 2. Lessons are well planned and organised, and learning takes place in atmosphere of calm purposefulness as, for example, in an excellent English lesson in Year 1, when pupils were very focused on the task in hand. Teachers ensure pupils have a clear understanding of what they are learning. Teachers explain the lesson objectives in simple terms so that all pupils know what they will be expected to do and learn. Assessment during lessons is good. The teachers and teaching assistants constantly assess the progress of pupils. At the end of the lesson teachers check with skilful questioning whether the lesson objectives have been met. In Year 2 the teacher encourages pupils to assess themselves if they have achieved the learning intentions for the lesson.
22. In Years 3 to 6, pupils are taught in four sets grouped by levels of prior attainment for English and mathematics. In both subjects, there are some advantages in grouping pupils of similar ability and this works best for the higher attaining group and lower attaining pupils. In the other two sets, teachers do not pay sufficient attention to the different learning needs of pupils at higher levels of attainment within the group.
23. The teaching of basic skills of literacy and numeracy is satisfactory in Year 3 to 6 and good in Years 1 and 2. The structure of lessons follows the suggestions included in the national strategies. Teachers provide good opportunities for pupils to develop their speaking and listening skills through drama, discussion and questioning, particularly in Years 1 and 2. They have a satisfactory knowledge of how to teach reading and writing. However, opportunities for writing at length are too few and pupils are not encouraged sufficiently to extend the range of their writing or to experiment with a more adventurous vocabulary. The school gives high priority to promoting reading but there is a lack of books of sufficient interest or challenge available for the higher attaining pupils. With the introduction of the National Numeracy Strategy, teachers' subject knowledge is secure and teachers' lesson planning has improved. This helps most pupils to achieve at least satisfactorily in developing their understanding of number concepts and their competence with number computations.
24. Science skills are well promoted through good quality investigative work. For example, the use of scientific enquiry boards ensures scientific procedures are developed in a systematic way. A good feature in teaching of ICT is the effective use made of the computer suite and learning support assistants in teaching basic skills. But pupils have too few opportunities to practise these skills. In physical education lessons, there is often insufficient time given to developing skills and lessons do not require of pupils sufficient physical effort. There is insufficient planning for the teaching of skills in history, geography, art and design, and design and technology.
25. Teaching of pupils with special educational needs is good. All teachers and members of support staff provide a good level of support that effectively contributes to pupils' achievement. The support is flexible and is adjusted depending on individual needs. This makes a positive contribution to the good rate of progress pupils make in their learning. Pupils work towards their targets within the classroom and in smaller withdrawal groups, depending on the specific needs of individual pupils. Pupils are supported for literacy, numeracy, ICT and other curriculum areas, depending on their particular need. Class teachers have suitably high expectations of these pupils and plan work that closely matches their needs. The targets are clearly stated for staff, pupils and parents to understand. Pupils are able to achieve their targets and this helps raise their self-esteem.
26. Teachers establish very good relationships with pupils throughout the school and they in turn respond very positively to their teachers. In religious education lessons, these positive relationships allow teachers and pupils to explore and reflect upon complex ideas and issues. Teaching in religious education is good because it is sensitive and allows pupils to learn and

reflect upon the issues and assists pupils in gaining a sense of awe. In science, pupils are encouraged to make comments and predictions and, as a result, they are fully involved in lessons and concentrate well. Teachers manage pupils well. Good organisation and management of activities keep pupils on task throughout lessons. In lessons, there is a smooth transfer from discussions into practical work. In science, for example, pupils move quickly and confidently into the investigation, using their time well and working at a productive pace. Likewise in English and mathematics lessons, after the introduction to the lesson, teachers explain clearly to pupils what they are expected to do and pupils settle quickly and sensibly to their tasks.

27. Teachers plan their lessons carefully and, in general, teachers use an appropriate range of teaching methods. They set appropriate objectives and in some subjects such as science, provide an interesting range of activities, including practical experimental work that has real interest to the pupils. Where the teaching is most effective, for example, in science lessons in Years 2 and 3, the teachers made good links with prior learning. However, teachers do not always make good use of ongoing assessment in planning lessons. For example, physical education activities are not always well matched to pupils' capabilities; sometimes activities are too hard and sometimes too easy. In ICT lessons, learning support staff make note of pupils' achievements but teachers do not always make effective use of this information in planning future work, especially for the higher attaining pupils. In history and geography, whilst there is some good assessment practice - for example, in a Year 5 lesson pupils are regularly asked to reflect upon what they know and what they have learnt - this practice is inconsistent. This means that work set sometimes underestimates the ability and interests of the pupils. Where history teaching is unsatisfactory, the planned opportunities for pupils of all abilities to extend their learning are absent. Similar tasks and expectations are required of all pupils in the class, regardless of ability. This results in some of the content of lessons being superficial when compared with what pupils were expected to achieve in earlier years in the school.
28. Teachers' subject knowledge is satisfactory. In music, teachers have good subject knowledge and their confident delivery has a good impact on the progress made by all pupils. Pupils are enthusiastic and enjoy their music lessons, which are well planned and provide pupils with the opportunity to create, perform and appreciate music. In history, where the teachers have good subject knowledge, teaching is confident about the appropriate development of historical skills of using evidence and research, and pupils are challenged to extend their learning through imaginative use of historical evidence. In science, teachers make good use of their own secure subject knowledge and adopt a range of challenging questions to focus pupils' attention and extend their thinking and understanding. For example, in Year 2, the teacher incited pupils' curiosity by challenging them to consider whether the smallest person will have the smallest hand span. Pupils suggested that hand span could be linked to the size of the foot. The teacher showed skill at extending pupils' thinking and this enabled pupils to develop independence and confidence in their own thoughts.
29. Homework arrangements are satisfactory but are not sufficiently linked to class work. Although teachers mark pupils' work regularly, they do not make sufficient constructive comments to help pupils improve further. Although there was limited evidence of teachers using ICT to support pupils' learning in lessons during the inspection, teachers make satisfactory use of ICT in data handling activities and to consolidate number work. In some lessons, teachers use a range of resources, including computers, in order to interest and engage the pupils in their learning. At times, the continuity of learning is interrupted by groups of pupils leaving to learn ICT skills or have additional reading.

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

30. The curriculum for pupils under five is satisfactory. Planning is good and is appropriately linked to the nationally recommended Foundation Stage curriculum. The curriculum offered to children under five prepares them appropriately to meet the Early Learning Goals in all areas of development. A

particular strength is the provision for children's personal, social and emotional development. A weakness is the lack of challenging activities in literacy for higher attaining pupils.

31. The overall curriculum provision in Years 1 to 6 is satisfactory and meets statutory requirements. Learning opportunities for developing pupils' knowledge, understanding and skills in science, music and religious education are good. The school meets the requirements of the locally Agreed Syllabus for religious education and the curriculum reflects the Christian ethos of the school, which places emphasis on the personal development of pupils. This is an effective feature of the curriculum. There is satisfactory provision in English, mathematics, history, geography, physical education and in information and communication technology (ICT). The quality and range of learning experiences in art and design and design and technology are unsatisfactory. Consequently, the curriculum is not as broad and balanced as it should be. The opportunities for promoting personal, health and social education are good. There is an established programme for personal and social and health development, which includes some very good provision for drugs education. However, the governors do not have an overall policy for teaching about drugs and this is a weakness.
32. The national strategies for teaching literacy and numeracy skills have been implemented satisfactorily. There are sound opportunities for pupils to improve their reading skills in small groups as well as in class. Writing is developed in literacy lessons, but there are too few planned opportunities across the curriculum for pupils to improve their skills. The full implications of introducing the National Literacy Strategy in classes with a wide age spread have not been fully realised. The National Numeracy Strategy is used satisfactorily to develop pupils' number skills. Sound use of number skills in geography and science ensures that pupils are able to handle collected data effectively. Opportunities for making precise measurements are missed in science and design and technology.
33. Improvement since the last inspection is satisfactory, although there are some shortcomings in curriculum planning in ICT, history, geography, art and design, physical education and design and technology, leading to the insufficient development of skills across the age range, but particularly in Year 3 to 6. In these subjects, the school has adopted the national recommended guidance on planning but more work needs to be done as it has not been sufficiently adapted to meet the different learning needs of pupils. So for example, in history, skills of research and the use of evidence are not developed effectively. The timetable arrangements for art and design and design and technology provide insufficient opportunities for pupils to develop their skills over time. The school does not take full advantage of the opportunities available to use ICT in developing pupils' learning in, for example, English, history and geography.
34. The school has satisfactorily addressed the use of curriculum time, identified as a key issue at the last inspection. The amount of teaching time in the school day is satisfactory and there is sufficient time allocated for individual subjects, although not effectively used for art and design and design technology. Class timetables are better organised and lessons start and end promptly. However, the allocation of time for English is not as effectively used as it should be. Reading sessions often follow literacy lessons, resulting in pupils having extensive length of time each day on similar activities. These designated reading seasons are not well used because there is insufficient planning of activities to apply these skills in a meaningful way. Yet insufficient time is given to developing pupils' writing skills.
35. The curriculum reflects a Christian ethos that places emphasis on good supportive personal relationships. Pupils with special educational needs as well as the few pupils from non-white European backgrounds are all included into the school effectively. Gifted and talented pupils are identified, but as yet provision for meeting their needs is limited. However, pupils miss lessons frequently for a variety of reasons: extra music, reading, ICT and building self-esteem sessions. This withdrawal often takes place at the same time each week and so pupils regularly miss parts of the National Curriculum. There is little monitoring of this withdrawal. Most of the art and design and design and technology is taught during three whole days a year, with some additional preparation and evaluation time. Any pupil absent from school on one of those days misses a third of all their learning and experience in these subjects for the year.

36. Provision for pupils with special educational needs is good. Since the last inspection, the school has made good progress to develop support and teaching and it has made good progress adapting to the revised Code of Practice. The school fully meets the recommendations of the Code of Practice for pupils identified with special educational needs. A register identifies pupils at each stage and is reviewed regularly; pupils are moved up and down the register according to their needs. Pupils have access to all areas of the curriculum and the full range of learning opportunities.
37. The range of extra-curricular activities is good, especially so for a school of this size. Many pupils are involved in music outside of lessons. There is a large choir of high quality, which regularly sings to groups in the community. Regular productions are staged at the end of the Autumn Term – last year ‘Alice in Wonderland’. There are regular recorder clubs. A computer club is held for the younger pupils. The school takes an active part in competitive sports, hosting an annual football tournament for girls from local schools. Friendly football matches are played against other local schools.
38. The school maintains good links with the local community. Links with the local church community are good: the vicar is a regular visitor to the school and church members are represented on the governing body. Significant numbers of people from the village regularly help in the school. They listen to readers, run competitions, help to run the library and help in classrooms. A local football league club holds football coaching sessions regularly. The school has attracted sponsorship from three or four local firms.
39. Good relationships are maintained with partner institutions. The school is in a formal partnership arrangement with one local secondary school in its bid for specialist science status. Secondary age pupils often join the school for their work experience. Information about pupils with special educational needs is appropriately exchanged with agencies and the local secondary schools when the pupils transfer. The school regularly has teachers in training from its partner university.
40. The school’s provision for pupils’ personal development is good overall and better than at the last inspection. Positive spiritual, moral, social and cultural inputs across the curriculum broaden pupils’ understanding and enhance their attainment and progress.
41. Provision for pupils’ spiritual development is very good and endemic to the ethos of the school. Strong links with the church and regular visits by the parish priest underline the importance of the Christian faith. The daily acts of Christian worship, some of them taken by the parish priest, make a very important contribution to pupils’ personal development. The services have simple spiritual themes, such as “strong buildings, like strong faiths, need firm foundations”, that help pupils prepare for contemporary life. Staff listen to and value what pupils say. In circle time, for example, when pupils recall their special moments and experiences, teachers discuss the significance of feelings and the impact they have on other people. Pupils learn to explore and respect different views and beliefs. Their shock and concern for those who are disadvantaged or distressed was exemplified in a Year 5 presentation on world poverty. Opportunities are taken to stimulate pupils’ imagination and sense of wonder. Pupils in a Year 1 history lesson were enchanted when one of the class was dressed and acted like a Victorian servant. Very strong musical and choral support for school activities reinforces spiritual development.
42. Provision for pupils’ moral development is good. The school’s aims, attitudes and values, and rules 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 behaviour policy and what is expected of them. They know that any incidents of unacceptable behaviour will be dealt with fairly but 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, for instance, at playtime, older pupils are trusted to use the grassed area with minimum supervision. Staff act as good role models in helping pupils to develop moral principles and concepts. Opportunities are taken in lessons to consider moral values such as caring for others, a good example being a Year 5 role-play of the Good Samaritan. Pupils are taught to keep promises, respect property and care for the environment.

43. The school has worked hard to develop pupils' social skills and its provision is now very good. Relationships between pupils and between pupils and adults are very good, and pupils cooperate easily across age groups and genders. To promote responsibility, younger pupils are given tasks such as tidying books and taking attendance registers to the school office, while older pupils have more challenging duties like preparing assembly equipment and acting as play leaders for younger pupils. Two pupils from each of the junior classes are elected to the school council to represent pupils' views across the school. The council discusses important issues like playground management and after-school clubs. Social development is successfully enhanced by the school's strong links with the church, trips into the community and residential visits for older pupils. Visitors to the school, such as theatre groups, promote social understanding. Pupils fully appreciate the needs of those less fortunate than themselves through fund raising events for charitable causes.
44. The school's provision for pupils' cultural development is good. Pupils have a good knowledge of local culture through historical research and community events. Their understanding of national culture is supported by visits to museums and castles, and by school visitors such as the British Legion. Religious education is effective in developing an awareness of world religions, their beliefs and values, and there are a number of multicultural displays. Through the study of an Indian village, which encompasses several curriculum areas, and the twinning of the school with one in South Africa, pupils are developing an appreciation of the culture, beliefs and values of those countries. The school participates in an annual Intercultural Creative and Performing Arts Festival, providing opportunities for pupils to experience some of the richness of other cultures. The Intercultural Support Service supports the work of the staff in helping pupils to reflect upon life in the multicultural society of Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. Procedures for child protection and pupils' welfare 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. The pre-school, after-school and holiday clubs offer additional support to pupils out of normal school hours. Arrangements covering accidents, illnesses and medicines are good, and sufficient staff have first aid qualifications. Child protection procedures are good, and links with the requisite agencies are well established.
46. Health and safety measures are good. Staff have a good awareness of health and safety matters, for example, when moving through the school to the hall for assembly. The health and safety policy gives good general guidelines, but does not include detailed procedures or responsibilities. Records of internal risk inspections are not kept. Security arrangements are regularly reviewed.
47. Since the last inspection, procedures for monitoring and supporting pupils' personal development have improved and are now good. 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 bullying broaden their worldly understanding. Pupils' efforts and achievements are recognised at celebratory assemblies. Staff identify and support pupils with personal or social difficulties. To help pupils become mature and self-assured, they are given opportunities that exercise their personal and collective responsibility. Older pupils enjoy residential visits and assist with charitable collections.
48. Since the last inspection, the school's procedures for monitoring and improving attendance have improved and are now very good. The school actively promotes very good attendance and pupils' absences and punctuality are closely checked. 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. Although holidays in term time are well monitored, the educational disadvantages of such holidays are not fully emphasised to parents. Attendance registers are neatly kept and meet statutory requirements.

49. Procedures for monitoring and promoting good behaviour have improved since the last inspection and are very good. The behaviour policy suitably defines standards and expectations, and reinforces the importance of positive behaviour. It includes a balanced range of rewards and sanctions which are implemented by staff with consistency and common sense. The policy is supplemented by school and class rules which are prominently displayed. Pupils help to draw up these rules and any instances of unacceptable behaviour are discussed with those concerned. Playtimes are well supervised and wet weather arrangements are good. The school's procedures for monitoring and eliminating oppressive behaviour are good and no pupils are unfairly treated or disadvantaged. The equal opportunities policy is fully inclusive. The school has no anti-bullying policy, but its attitudes are forthright and pupils are well aware that any signs of abuse, harassment or aggression will be dealt with firmly.
50. Support and assessment of pupils with special educational needs are good. The early identification of learning needs is a strength. From an early stage, assessments are used effectively to identify attainment, progress and targets for further development. The school uses a range of school based and national tests to determine pupils' needs and keeps detailed records and documentation on all these pupils. Informative records of each pupil with special educational needs enable progress to be tracked over time. These records enable teachers to identify any problems and plan future targets effectively. This ensures that teachers are knowledgeable about individual difficulties pupils might encounter and ensures they receive the appropriate support and guidance. Individual education plans contain clear targets, identifying areas for improvement. Pupils are moved up and down the special educational needs register as their needs change. All members of staff are committed to pupils in their care and give very good attention to pupils' pastoral care; this provides an important element in the provision. Pupils are encouraged by all members of staff to become independent in their learning and social skills. Both within the classroom and in the support groups, staff are effective in establishing a supportive environment where pupils feel secure and can develop their self-esteem and confidence.
51. The monitoring of pupils' academic progress is satisfactory. The arrangements for collecting assessment data on pupils in English, mathematics and science are satisfactory. Pupils are tested regularly. In English and mathematics, the school uses standardised tests, and systems for tracking individual pupils' achievement in English and mathematics are sound. These assessments are used to project pupils' likely achievement in terms of National Curriculum levels in future tests. This data is used to set overall targets for the school and to assign pupils to teaching groups in English and mathematics. More use could be made of analysing this data in order to monitor the progress of specific groups of pupils across their school and to check progress towards the individual targets set for pupils. From reception, pupils collect work for a Record of Achievement. This system is in its early stages and would be more effective if pupils were involved more in recording and evaluating their progress. Guidance on standards of work collected would also help the pupils to reflect more upon their achievements. The progress of pupils is monitored regularly against the key objectives in the numeracy framework. Teachers keep good records of pupils' progress in science. In ICT, teachers record achievements in a school based system that provides a satisfactory picture of what each pupil can do. In other subjects, there are no effective whole school systems to check what pupils know, understand and can do.
52. The school does not make effective use of assessment information to inform future planning or help pupils to know what they need to do to improve. This means that work set sometimes underestimates the ability and interests of the pupils. In English, teachers' recording is inconsistent and is not always related to appropriate skills, and teachers do not use this assessment effectively in planning lessons to meet the abilities and needs of all pupils. Teachers have too little information about what individual pupils can and cannot do. Individual learning targets are set for pupils in English and mathematics but these are often too general and they are set over too long a period. Generally, teachers' ongoing assessments are not shared with pupils in such a way that they know how to improve. There are too few occasions when pupils know what they have achieved and have to do to improve upon that. An exception is in Year 5 geography and history lessons, where pupils are regularly asked to reflect upon what they know and what they have learnt.

53. In the reception class, assessment procedures are well established and generally used well to inform planning, although they could be better used to plan work for higher attaining children. Baseline assessment information is carefully collated and contributes to the ongoing assessment procedures carried out during the year. Each area of learning is made up of four stages or stepping-stones, from which progress and standards are measured.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Opinions expressed at the parents' meeting, through the parents' questionnaire and during the inspection indicate that parents support the school's provision for their children. 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 that their behaviour is good. Most parents find it easy to approach staff with questions and problems and they are happy with the amount of homework their children are given. Evidence gained during the inspection upheld these views.
55. However, parents have concerns about some aspects of the work of the school. A minority of parents are concerned about the range of activities the school offers outside lessons. Inspection evidence did not support this view and found that, when compared with similar schools, a good range of extra-curricular activities is provided. A significant minority of parents is dissatisfied about two other aspects of the school's provision: information on children's progress and home/school links. Inspection evidence affirms that the present quality of communication with parents is satisfactory. Whilst the school's partnership with parents is not as effective as it was at the last inspection, home/school links are satisfactory and the school is reviewing how its partnership with parents could be further improved.
56. The quality of information provided for parents, including that on pupils' progress, is satisfactory. Notices and newsletters are being issued more frequently so that parents can keep up to date with school activities and curriculum details. There are two parents' evenings each year and induction arrangements for children entering the reception class are sound. School reports are good. They give a short commentary on pupils' efforts and achievements across the year, include general remarks and provide space for pupils' comments. They do not identify clear targets for improvement. Interim reports on literacy and numeracy have recently been introduced, as have parent questionnaires. Although staff are available after school to speak to parents, teachers do not meet them in the play area and some parents lack the confidence to come into school. The prospectus is clear, attractively structured and imparts useful information. It meets statutory requirements. The governors' annual report is a lengthy and detailed document, although it has some minor omissions. The school's complaints procedure is good.
57. The impact of parental involvement in the work of the school continues to be good. The school values the part parents play in pupils' education and welcomes their interest in all aspects of school life. Several parents assist in classes, including swimming lessons, attend assemblies and accompany educational visits. Some support extra curricular activities and work in their own time to improve school facilities such as the library. Younger pupils have home/school books and parents help their children with homework. Parents of pupils with special educational needs work very closely with staff in drawing up and implementing pupils' education plans. The home/school agreement is properly inclusive, although some commitments need revision, the use of home/school books by older pupils being an example. The parent/teacher association is active and attracts good support for its fund raising and social events. Most parents understand the importance of their role in reinforcing the school's education of their children and they are happy to contribute both to the learning process and to the life of the school. All parents are invited to attend meetings to discuss the achievement and progress of their children. Pupils' attainment and learning benefit from parental involvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership and management of the school are satisfactory. This is a similar judgement to that of the last inspection. There are a number of strengths but also some shortcomings in how the school is led and managed.
59. The headteacher provides sound leadership in many aspects of the work of the school. He successfully promotes a calm and caring atmosphere and the ethos of the school is good. The atmosphere in the school is purposeful but friendly. There is a good commitment to maintaining a supportive and secure environment for all pupils and teachers work hard for the benefit of the pupils. The school's aims and values on pastoral care and inclusion are put into practice well. For example, there is a large number of pupils with a range of special educational needs and all staff share the headteacher's commitment to meeting their needs. Procedures are well established throughout the school and result in these pupils being fully integrated into the life of the school. The school has satisfactorily addressed the key issues from the last inspection and there have been some improvements in standards, good improvement in pupils' behaviour and relationships and improvements in teaching and provision for pupils' personal development and for pupils with special educational needs since the last inspection. However, the school has not sufficiently addressed other shortcomings identified in the last report, for example, in assessment, long-term curriculum planning, standards in design and technology and achievement of higher attaining pupils.
60. Contribution to the management of the school by other staff is satisfactory. There are some strong features but equally there are shortcomings. The headteacher has been on secondment to another school for over a term. In his absence, the deputy headteacher has ably undertaken the role of acting headteacher. She has quickly gained the confidence of parents and governors and has been keen to move the school forward. She in turn is supported by two senior staff and together they form a sound management team that works well together. Together, they have maintained the school's good ethos, ensured the smooth running of the school, begun to work more closely with the parents and identified areas for improvement. Provision for pupils with special educational needs is managed effectively. It is managed jointly by three members of staff: two teachers and a special educational needs assistant. This management team supports pupils and teachers very well throughout the school and is committed to providing the best possible support for all pupils with special educational needs. Management of the curriculum is not as effective as it should be. There are appropriate levels of delegation, with sound allocation of subject responsibilities, but the role of the curriculum coordinators is underdeveloped. In many subjects, coordinators do not have sufficient opportunities to influence practice effectively in their subjects.
61. Governors carry out their responsibilities conscientiously and the governing body fulfils its statutory responsibilities. It plays a supportive role in the management of the school and has appropriate structures in place to conduct its business. Soundly organised, with appropriate committees, it plays an active and purposeful role. For example, the governor for special educational needs makes a positive contribution and is fully appreciative and supportive of the work of the school. There is an effective working relationship between governors and the management of the school. The governing body is kept well informed about school matters and plays an appropriate role in managing the available finances. However, the governing body is not effectively involved in strategic planning and monitoring the work of the school. School reports to governors should focus more on standards and provision. The governing body needs to develop a more systematic approach to gathering information about the quality of the school's provision so as to be able to evaluate effectively what the school does.
62. One of the reasons for this lies in the weaknesses in school development planning. The plan provides no strategic overview because its focus is on subject needs rather than the key priorities of the school. The plan is not based on evaluations of previous plans or any analysis of pupil performance, for example, improving the performance of girls in mathematics or the proportion achieving higher levels in national tests in Year 6. Success criteria in subject plans do not properly relate to raising standards and improving the quality of pupils' education. Where the school recognises the need for improvements, it plans what needs to be done but does not make clear how it will judge the success or otherwise of its actions. Planning for improvement is not fully effective because the school does not give sufficient consideration to the impact of planned

actions. For example, the school has improved its ICT facilities at some cost but has not considered how it will judge the impact of these actions on pupils' standards.

63. The school is not rigorous enough in its use of performance data to push up standards or to evaluate the school's effectiveness. The information from the end of key stage tests and optional tests could be better used. The school collects the performance of pupils in a range of standardised tests. This information is not analysed effectively to raise standards by identifying strengths and weaknesses in pupils' responses, setting challenging targets for each pupil in future tests and monitoring the performance of different groups. Assessment information is not used to evaluate the effectiveness of school's actions or evaluate the overall effectiveness of the school in raising standards from the point of entry. The school would benefit from developing value-added measures that assess the progress made by each cohort.
64. Procedures for monitoring and evaluating the performance of teachers are satisfactory, including a programme of formal classroom observations. These arrangements are thorough, positive and developmental. The headteacher observes all staff on a regular basis and provides appropriate feedback. Performance management and professional development procedures are satisfactory. The effectiveness of these arrangements can be seen in the improvement in the quality of teaching since the last inspection. Staffing levels are good and the school has an appropriate number of suitably qualified teachers to teach the full curriculum. Teachers are well supported by a good team of support staff.
65. As at the time of the last inspection, financial planning is satisfactory. The governing body plays a full part in managing and monitoring budget expenditure. An appropriate contingency fund has been accumulated to meet uncertainties in cohort sizes and staffing. Although the school received no specific grants, unexpected windfall income, such as donations and additional fundings, has been spent effectively. Financial procedures are comprehensive and responsibilities are clearly defined and understood. Documentation covers invoices, petty cash, banking, risk insurance and pecuniary interests. The school is registered under the data protection act. The last audit report contained no recommendations for action.
66. The efficiency of financial control is good and the principles of best value are well understood and applied. The school has purchasing guidelines for obtaining contract quotations and has incorporated value for money into its spending decisions, for example, in premise improvements. Funds earmarked for special educational needs are well used and pupils' interests are foremost when planning the budget and funding allocation. The school gives satisfactory value for money. The school fund is well managed. Aspects of school administration other than finance are good. Procedures are sensibly organised, efficient and unobtrusive, allowing teachers and support staff to focus fully on their teaching and pastoral duties. The school's use of new technology is satisfactory. Improved computer software, such as for attendance, has been installed but is not working fully. The office computer is used for both general and financial administration. It is not linked to the local authority.
67. The school's facilities are satisfactory and its accommodation is adequate for teaching the full curriculum. The premises consist of a single-storey building set in attractive grounds. The interior of the building is airy, bright and cheerful, but parts of it are cramped and cluttered. The classrooms are of adequate size and the hall is spacious. However, activity areas such as those for computers and music are in corridors which is a distraction for those using them. The office and special educational rooms are small. Classrooms are interesting and colourful and there is a wide range of imaginative displays, mobiles and paintings, several of them with a multicultural theme. The balance between teaching aids, topic materials and the celebration of pupils' work is good. There are extensive grassed and hard play areas. The hard play areas are not well marked for play activities. The separate play area for Foundation Stage pupils is safe and secure and has overhead cover. The wildlife area is rarely used and attracts trespassers and rubbish. There is some vandalism of school property by local teenagers.
68. Learning resources are satisfactory and used effectively to support the curriculum. Resources for

special educational needs are good and contribute to the progress pupils make in their learning. Resources are good in the Foundation Stage and for science and music. They are unsatisfactory for design and technology and physical education. There are insufficient library books to challenge higher attaining readers. Classroom displays and teacher packs are good. A well planned programme of incoming visitors and educational visits, for example, by theatre groups and to museums and art galleries, further enriches pupils' learning and contributes positively to the standards they achieve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

i. Raise the achievement of higher attaining pupils:

(a) in writing by:

- providing more opportunities for drafting and redrafting written work, including making better use of pupils' word processing skills;
- increasing the range of opportunities for extended writing, including opportunities in other subjects;
- raising teachers' expectations of the quality of writing.

(b) in mathematics by:

- taking steps to address girls' underachievement in national tests in Year 6;
- providing more opportunities for pupils to undertake investigations and problem-solving activities.

(c) in ICT, history, geography and physical education by:

- planning the development of skills to reflect the different capabilities of all pupils;

(d) in the reception class by:

- providing more challenge for higher attaining children in reading and writing.

(paragraphs 6, 30, 32, 33, 51, 52, 76, 90, 98, 131, 132, 154)

ii. Improve standards in art and design and design and technology by:

- ensuring the full curriculum for each subject is covered in sufficient depth, with progression in the development of knowledge, skills and understanding;
- providing all pupils with regular access to a balanced curriculum.

(paragraphs 33, 116, 117, 122, 123, 127)

iii. Make better use of assessment information to raise standards by:

- improving individual learning targets to let pupils know how they can improve;
- analysing pupils' answers in standardised tests effectively;
- improving the use of assessment information in planning the next steps of learning for pupils;
- further developing the current marking policy to promote the constructive marking of pupils' work;
- developing procedures for assessing and recording pupils' achievements against key objectives in the foundation subjects.

(paragraphs 27, 29, 52, 63, 93, 104, 106)

iv. Improve how the school plans and evaluates its work by:

- identifying key priorities in the school's strategic plan
- ensuring senior managers are clear on how they will judge the success or otherwise of planned actions;
- strengthening the role of the governing body by making arrangements to ensure that governors have sufficient information to monitor the work of the school more closely;
- developing value-added measures;

- developing measures by which coordinators can monitor and evaluate standards and provision in their subjects.

(paragraphs 60, 61, 62, 63)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Improve teaching and learning in physical education (paragraph 153).
- Link homework more closely to work in lessons (paragraph 93).
- Monitor the withdrawal of groups from lessons (paragraph 35).
- Make better use of the time allocated to English (paragraph 34).
- Improve assessment procedures in ICT (paragraph 141).
- Develop a policy for drugs education (paragraph 31).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	16	16	2	0	0
Percentage	2	20	36	36	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	197
Number of full-time pupils known to be eligible for free school meals	18

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	63

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.3

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	18	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	17
	Girls	20	20	20
	Total	35	35	27
Percentage of pupils at NC level 2 or above	School	92 (100)	92 (100)	97 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	17	17
	Girls	20	20	20
	Total	34	37	37
Percentage of pupils at NC level 2 or above	School	89 (100)	97 (100)	97 (80)
	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	14	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	14
	Girls	12	9	16
	Total	23	23	30
Percentage of pupils at NC level 4 or above	School	77 (80)	77 (76)	100 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	11	9	13
	Total	22	22	27
Percentage of pupils at NC level 4 or above	School	76 (84)	73 (68)	90 (80)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	166
Any other minority ethnic group	30

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	27
Average class size	24.6

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	182

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	2.4
Total number of vacant teaching posts (FTE)	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2001/02
	£
Total income	414441
Total expenditure	439794
Expenditure per pupil	2352
Balance brought forward from previous year	30028

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	197
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	41	1	0	0
My child is making good progress in school.	45	49	6	0	0
Behaviour in the school is good.	41	54	3	0	3
My child gets the right amount of work to do at home.	28	49	11	6	6
The teaching is good.	49	48	0	0	3
I am kept well informed about how my child is getting on.	35	39	20	3	3
I would feel comfortable about approaching the school with questions or a problem.	55	30	8	6	1
The school expects my child to work hard and achieve his or her best.	56	38	4	0	1
The school works closely with parents.	37	30	27	3	4
The school is well led and managed.	39	52	8	0	0
The school is helping my child become mature and responsible.	42	54	1	0	3
The school provides an interesting range of activities outside lessons.	23	45	20	4	8

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

69. There is one reception class in the Foundation Stage. Children are admitted to school in the September following their fourth birthday. At the time of the inspection, there were 26 children in the reception class. The class is taught by a qualified teacher and a learning support assistant. Most children have attended the local nursery (which is accommodated in the school) before they come to school. There are very close links with the nursery and reception and nursery children work together on a weekly basis. Children and parents are well prepared before they enter school; the progression enables children to make a smooth transition into full time education. There is an induction meeting for new parents and children visit the school prior to entry.
70. Attainment on entry is generally above average. By the end of the reception year, all high attaining and average children are in line to achieve the early learning goals in all areas of learning and many will be working on National Curriculum levels. Average and lower attaining children achieve very well but higher attaining children could achieve more if they were given more challenging work in communication, language and literacy and mathematical development. No children have currently been identified with special educational needs.
71. Since the last inspection, the good quality provision has been maintained. There has been good progress developing the outdoor area and increasing the range of resources. The school has worked hard to provide an outdoor learning area and this is well planned and used well. The classroom and outdoor area provide an appropriate learning environment for younger children. Resources are good and easily accessible. Outdoor provision is good. There is an appropriate tarmac area that is undercover and the grass area is easily accessible. Children have good access to climbing apparatus.
72. The school follows the nationally recommended Foundation Stage curriculum, which consists of six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development. The quality of teaching is satisfactory. Planning is good and is appropriately linked to the Foundation Stage guidance. Planning indicates a very good focus for lower attaining children but less focus for higher attaining children. Assessment is well established and is used well to inform planning, although it could be used better to plan work for higher attaining children. Each area of learning is made up of four stages or stepping-stones, from which progress and standards are measured. Baseline assessment information is carefully collated and contributes to the ongoing assessment procedures carried out during the year. The early identification of special educational needs is a strength of the school.

Personal, social and emotional development

73. Children's personal, social and emotional development is very good and reflects the very good teaching in this area of learning. All children are in line to achieve the early learning goals by the end of the reception year, and high attaining and average children are already well on their way to achieving them. Children settle into school routine well because the teacher is very organised and well supported by the learning support assistant. They create a secure environment, where expected behaviour is clearly identified. Children enjoy coming to school and happily leave their parents and carers. They are pleased to see their teacher and share resources and news with her. Children have well-developed co-operative skills and a good understanding of the need of others. They co-operate well with each other, organising a shopping trip and using the class train to take them to the shops. All children develop confidence and learn to take responsibility. Children show sensitivity and consideration for others. They take nursery children around the playground on a dinosaur hunt. Moral development is very good and children have a clear understanding of right and wrong because the teacher identifies expectations clearly. Children help to draw up their own

class golden rules. They play alongside each other and share equipment. Ability to work independently is very well developed. Children develop a sense of responsibility because their jobs are clearly stated.

74. Teaching is very good and effectively contributes to standards achieved because consistent messages are clearly given and reinforced in a friendly but firm way. A strength in teaching is the very good organisation and sensitive use of questions and opportunity to talk to others. This contributes to growing levels of confidence. The teacher develops confidence, sharing and appreciating good work. Writing and pictures of dinosaurs are shared and neatly presented in a class dinosaur book. Children are encouraged to use their imagination, giving their dinosaur an individual name.

Communication, language and literacy

75. Standards are just above average. All higher attaining and average children should achieve the expected levels by the end of the reception year and higher attaining children are set to progress to National Curriculum levels. Standards in speaking and listening are good. All children listen well, focus on their teacher and other adults and follow instructions. They talk readily to each other, for example, negotiating what each of them will do and who takes a particular role in the train ride to the shops or the lost property office. Most pupils speak confidently in front of others and visiting adults. Standards in reading are above average. They enjoy listening to stories and rhymes and are encouraged to share conversations. The reading corner is well stocked with books and encourages children to sit down with a book. All children enjoy books and they know books communicate meaning and print goes from left to right. They all handle books carefully. Children enjoy browsing through books while waiting for the register to be taken. They chatter to each other sociably discussing the contents of their book. Children read their reading books easily and could manage more challenging text. They know that they need to sound out difficult words but are not confident doing this. They are unable to identify the author and illustrator of the book but higher attaining children know an author writes the story and an illustrator creates the pictures. Average and lower attaining children are unable to explain what an author does. Non-fiction books are easily accessible. Standards in writing are average and children make satisfactory progress in their writing skills. Children write their own name and make up their own dinosaur name. Higher attaining children explain that a lot of dinosaurs' names end in 'saurus' and they make up their own names such as 'Liamosaurus'. They complete simple sentences and write independently. Lower attaining children need adult help to sequence the events of a story.
76. The teaching is satisfactory with an appropriate emphasis on phonics. Good use is made of incidents that arise within the lesson to develop speaking and listening skills. Organisation is very good and the learning support assistant is used well, but lessons often lack pace. Higher attaining children are not always challenged enough in their reading and writing skills. The teacher makes rigorous assessment notes and identifies attainment. The assessment is not always used to plan more challenging work for higher attaining pupils.

Mathematical development

77. Standards are above average. Higher attaining and average children should achieve the early learning goals by the end of the reception year. There is a strong emphasis on counting and number recognition. Children sit in a circle and pass Teddy round, call a number when it is their turn and count the next single number up to ten and then twenty. This is challenging for lower attaining children but there is insufficient challenge for higher attaining children. Children know the order of numbers up to ten and that zero comes before one. For example, children help to place the numbers in the correct order on the counting stick. Lower attaining children use magnetic fishing rods to fish numbers from the dinosaur cave. They all take turns and recognise the numbers. Higher attaining children count confidently up to one hundred and they count on in hundreds up to one thousand. They know what comes after 62 and 88. They add and take away numbers under five, for example, $2+2$ and $5-1$; they give the answer correctly. Ability to recognise shape, space and measure is less well developed. Average attaining children recognise some basic shapes but are unsure of a triangle. The learning support assistant encourages children to

identify how many more feet are needed to fill the dinosaur footprint. Children need help with this task. Lower attaining children need adult help to add one more and may not achieve the early learning goals.

78. Teaching is good. The teacher uses language well, asking pupils to identify the number that came before and after. A strength in teaching is the reinforcement of learning and the organisation of interesting activities that the children enjoy.

Knowledge and understanding of the world

79. Standards of work seen are above average and most children should achieve the early learning goals by the end of the reception year. All children achieve well in this area of learning. They are encouraged to develop a good awareness of their local environment. Children use a simple map of their playground to identify features and hunt the hidden dinosaurs. There are very good opportunities for children to develop an awareness of maps and following maps. They develop independence carrying their own clipboard and taking responsibility for their own map. The work is challenging and they circle the position of the dinosaur on their maps. Children learn the names of a range of different dinosaurs because the teacher challenges them to identify the type of dinosaur. Children develop good knowledge of ICT and are confident and competent with the mouse. The teacher guides and challenges children very well on the computer. All children can drag and drop objects and they manage to dress Teddy. The dinosaur theatre ensures all children develop a good awareness of how shadows are formed. They show great joy and excitement as they arrange the dinosaurs behind the screen to make different dinosaur shows for their friends. They know that only one person can move the animals and that they must not touch the light. Children are developing good investigative skills as they use the magnifying glasses to observe differences in growing plants. Non-fiction books are very well used to locate information and pictures about dinosaurs. They are encouraged to count the teeth on the tyrannosaurus picture. They have the opportunity to join a range of materials, for example, they use butterfly pins to join Teddy together.
80. Teaching is good and children are well challenged in their learning. Interesting activities help them develop curiosity about their world and develop their observational skills. Skilful questions are used to extend awareness and to check children's understanding. The work is challenging for all children and activities are very well considered and organised.

Physical development

81. Standards are average; most children should achieve the early learning goals by the end of the reception year. Opportunities for development of skills are satisfactory. There are appropriate opportunities for children to climb and balance. There is one structured physical education lesson each week to promote their physical development and a daily outdoor activity session. In the summer term, children also swim once a week. Spatial awareness is satisfactory and most children can find a space and move sensibly alongside others in the hall and outdoor space. Resilience is not well developed and the teacher does not challenge the children to move quietly around the hall. Knowledge of health and their bodies is satisfactory. Listening skills are very good and children listen well to their teacher who is skilled in developing knowledge of procedures. They respond quickly to the traffic lights game, changing their action accordingly. Hand-to-eye co-ordination and aiming skills are well developed. Children are well challenged in aiming the quoits into the barrel. They are encouraged to record their score and are challenged to move further away from the barrel. This is a suitable and challenging activity. Children achieve well in fine motor skills because they are encouraged to improve their manipulative skills with a range of appropriate activities. They use pencils, crayons and scissors and paint brushes effectively and with confidence. Hand-to-eye co-ordination is well developed through matching and positioning shapes, decorating and sticking.
82. Teaching is satisfactory overall, with good teaching in the outdoor area. The content of indoor lessons is not always appropriate for young children and is over challenging, for example, a team game with one ball between the whole class. It does not provide enough opportunities for children

to develop a wide movement vocabulary and to improve basic skills. No teaching of swimming was observed but discussion with children and staff indicates that children enjoy their swimming experiences.

Creative development

83. Children achieve average standards. Most are well on course to achieve the early learning goals expected level of attainment by the time they enter Year 1. Children make satisfactory progress in this area of learning. Scrutiny of work reveals children have appropriate opportunities over the year to work with a range of materials and experience different methods. Painting is always available for children in the outdoor play area but they are not always challenged to mix and explore a range of colours. Children create dinosaur heads, sticking features onto balloons. They print using their hands and experience paint blowing. There are appropriate opportunities for children to explore and handle a range of musical instruments. Singing is well developed and children sing a range of songs confidently from memory. They sing songs, such as '234', and this encourages them to get ready for their teacher. The role-play home area is well used and children are encouraged to think of the needs of others, recording and locating lost property and using the class train outside. They use their imaginations well in a variety of situations.
84. Teaching is satisfactory. A strength of teaching is the very good organisation and planning for the children to experience activities they enjoy. Higher attaining children are not always challenged as much as they could be. The teacher and learning support assistant use questions well and show good appreciation of children's work.

ENGLISH

85. Standards achieved by pupils in Year 2 and Year 6 are above expected levels. Since the previous inspection, standards have been maintained in Years 1 and 2 but have improved in Years 3 to 6, especially for the higher attaining pupils. Standards have improved as a result of more consistent teaching and a greater focus on meeting the needs of the more able pupils.
86. Results in the 2001 national tests at the ages of seven and eleven were above the national average in reading and average in writing. Results have generally matched the national trend of improvement since the last inspection. In the national tests for Year 6 pupils, the percentages achieving at least the expected Level 4 and reaching the higher Level 5 were just above the national average. The projections for the current year are higher. There were no significant differences in the performances of boys and girls.
87. The achievement of pupils is satisfactory overall. However, standards could be higher, particularly in writing. Pupils make good progress in Years 1 and 2 and the rate of improvement is satisfactory in Years 3 to 6. However, the range of opportunities for writing and range of reading texts available to the higher attaining pupils need to be improved.
88. Standards in speaking and listening are very good. Pupils enter the school with well-developed skills and there are good opportunities for pupils of different capabilities to develop their speaking and listening skills. Pupils are confident speakers and listen well to their teachers and each other. In religious education lessons in Year 1, pupils are expected to make presentations to the class on books that are special to them. In Year 2, pupils build small dramatic performances through role play. These involve pupils listening to others as well as devising dialogue. Below average pupils are given support in building their confidence in spoken language. In Year 3, in personal, health and social education lessons, pupils explore the issues of drug use in class discussions. Pupils listen carefully to what others have to say and have the confidence to voice their views to the class. Pupils are able to discuss at length between themselves and speak to the larger class group. In Year 5, pupils explore issues in religious education lessons, explaining in small groups "Who is my neighbour?" Pupils give lengthy explanations, while others in the group listen intently. In a Year 6 history lesson, pupils discussed the information to be gained from archaeological evidence in groups before explaining to the rest of the class.
89. Standards in reading are good. Pupils enter the school with slightly above average reading skills and improve and broaden these in Years 1 and 2. Pupils in Year 2 can question simple texts to gather information. They are able to locate information in a book by the use of a table of contents. They broaden their experiences in Years 3 to 6. By Year 3, most pupils are fluent readers. By

Year 5, pupils can gather information from various written and pictorial sources to produce their own work. However, by Year 6, the range of reading material is limited and pupils are not encouraged effectively to be adventurous in their reading. Pupils in Year 6 are limited in their choice of reading because of the insufficient range of fiction and non-fiction books available especially for the more able readers. The pupils with special educational needs are well supported and improve upon their prior reading standards well. Reading standards are maintained throughout the school because of the high priority given to them and the regular monitoring and testing throughout the school.

90. Standards in writing are average, although standards in spelling and grammar are good. Pupils, including those with special educational needs, make satisfactory progress in developing their writing skills. Pupils gain good knowledge of grammar and learn to spell unfamiliar words in Years 1 and 2. Pupils by the age of seven write joined and legible script. They spell common words correctly and understand basic grammatical structures. However, pupils are not given enough opportunities to develop their writing skills in Years 3 to 6. Pupils continue to write clearly but their writing lacks adventure in both style and vocabulary. Nevertheless, by the age of eleven pupils can sustain an argument in writing and can adopt personal and impersonal styles of writing. They develop narrative in stories and develop characters and plot. They can use different forms of writing to convey feelings, narrative and information. Pupils are confident in the use of past and present tense and with active and passive grammatical structures. However, opportunities for writing at length are too few and pupils are not encouraged sufficiently to extend the range of their writing or to experiment with a more adventurous vocabulary. This limits the range of especially the higher attaining pupils. Drafting and redrafting of work are haphazard. Pupils do not have sufficient opportunities to draft and refine written work, using their word processing skills.
91. The standards of handwriting are good. Pupils write clearly, in a well-formed hand, from Year 2. However, teachers, especially in Years 3 to 6, do not expect high enough standards of presentation. The layout of pupils' work is inconsistent across classes. Pupils use pens and pencils to write without thought for the look of the work.
92. The quality of teaching and learning is satisfactory. The quality is good in Years 1 and 2, being very good in Year 1. All of the teaching seen was at least satisfactory with some excellent teaching in Year 1 and no unsatisfactory teaching. This is an improvement since the last inspection. Teachers have a satisfactory knowledge of how to teach reading and writing. They provide good opportunities for pupils to develop their speaking and listening skills through drama, discussion and questioning. In Years 1 and 2, teachers have a very good knowledge of how to develop the confidence of pupils in speaking and listening. Where teaching is excellent, pupils are tightly focused on the task in hand; they are encouraged to read aloud to the class, giving expression to words within quotation marks. Pupils are supported, if needed, by the teacher sounding the sounds with them so that they gain confidence. Pupils are given 'thinking time' at regular intervals so that they can reflect upon what they have learnt. The teacher uses a range of resources including computers in order to interest and engage the pupils in their learning. The teacher and teaching assistants within the class constantly assess the development of pupils. All this is carried out in an atmosphere of calm purposefulness. The relationships between teachers and their pupils throughout the school are very good. Teachers manage pupils very well and pupils respond in a positive and engaged manner. It is the quality of these relationships, which supports the satisfactory learning of pupils.
93. The National Literacy strategy has been satisfactorily introduced into the school and, where it is followed closely, pupils are more actively engaged in their learning and are more confident in managing their own learning. In Year 6, good use is made of the National Literacy Strategy to structure lessons and to vary activities to keep pupils' interest; also in expecting pupils to evaluate what they have learnt and so help them to become independent learners. Pupils in Years 3 to 6 are set in four groups across the age range. This has some advantages in grouping pupils of similar ability and works best for the higher attaining pupils in Year 6 and lower attaining pupils. Whilst teachers know their pupils well personally and collect information on their academic development, the inconsistency of this recording makes it difficult to follow pupils' progress as they move from one teacher to another. This lack of effective assessment knowledge is particularly

important because of the wide age range in most English classes. Teachers' planning does not fully recognise the differences in pupils' ages and therefore their interests. Strategies for improving reading by creating more interest are not consistently used as the range of books available for the more able readers does not create enough interest or challenge. There are too few opportunities across the curriculum for pupils to use and practice the different forms of writing at length. In order to improve the use of homework, more consideration should be given to the relationship between it and class work.

94. The support for pupils with special educational needs is good. Those who are lower attaining are taught in a small group effectively. The library is ordered and easily available to all pupils. It has a good range of fiction and non-fiction for the average reader. It is well managed by voluntary helpers. Some of the book stock is loaned from the local library authority.
95. The management of English is satisfactory. The coordinator is new to the post and has established some good practices, especially regarding assessment. However, a simple, effective assessment system common to all teachers is not yet in use. More use needs to be made of the data collected by the school to raise the expectations of teachers and thus the standards of the pupils' achievements. Monitoring and evaluation of teaching need to improve. Although reading standards have been regularly monitored since the last inspection, insufficient evaluation has taken place of the range of reading or developing appropriate strategies for improving writing. The pupils are well supported by adults from the community who assist with drama in Years 4 and 5. Visits are also made to Stratford to hear authors speak about their work. This visit stimulated a group of higher attaining pupils into further exploring Shakespeare and his works.

MATHEMATICS

96. Standards have improved since the last inspection. Standards are above expected levels by the end of Year 2 and Year 6. The achievement of pupils is satisfactory overall.
97. Results in the national tests for seven-years-olds were above the national average in 2001. Most pupils achieved at least the expected Level 2, although the proportion of pupils reaching the higher Level 3 was average. Results in the national tests have improved generally in line with the national picture since the last inspection. In the last four years, results have been above or well above the national average. Inspection evidence confirms the results of the national tests. Nearly all pupils are in line to reach or exceed the nationally expected standards at seven.
98. Results in the national tests for eleven-year-olds were average in 2001. They were also in line with the average for similar schools. The percentage of pupils achieving at least the expected Level 4 was above the national picture but the percentage reaching Level 5 just fell short of the national figure. There is, however, a marked difference in the performance of boys and girls, with boys consistently outperforming girls. Results have consistently matched the national trend of improvement over the last five years. School projections for the current year indicate an increase in the numbers achieving Level 4 and inspection findings also confirm an increase in the number of pupils likely to reach the higher level. Standards are higher in the current year as a result of improved teaching and clearer focus on raising the attainment of the more able pupils. No difference in progress made by boys and girls were noted.
99. Pupils' understanding of number concepts and their written number skills are good. In Year 2, most pupils count confidently in steps of two, five and ten and have a secure understanding of place value to 100 and beyond. Pupils use a range of methods, such as, 'counting on and back' to mentally solve problems. Pupils add and subtract with two digits and three digits, using written methods. They tell the time to the nearest half and quarter hours, know the days of the week and the months of the year. Most pupils have a good understanding of fractional parts applied to both numbers and shapes. By the time they are eleven years old, most pupils have a good knowledge of the four operations of number and can use these with decimals competently. They have a firm grasp of place value and are confident with large numbers. They have a sound knowledge of fractions and can work out solutions to simple calculations involving fractions and percentages.

Pupils are good at explaining the strategies they use, and their skills at quick mental recall are above those typically found nationally. Year 6 pupils show good skills in solving algebraic problems mentally. They solve complex calculations that involve all four rules of number.

100. Pupils show good achievement in their ability to use and apply what they have learnt in different contexts. Year 2 pupils are able to use money and to relate it to everyday real problems. Pupils solve problems related to number at a level above that expected for their age. Average attaining pupils in Year 6 solve money problems involving the four operations. Higher attaining pupils can interpret a range of word and graph problems. However, the analysis of pupils' work shows that pupils do not get enough opportunities to undertake investigative work or problem-solving activities at either key stage.
101. Standards in data handling are good. Pupils use graphs and show good understanding of interpreting data, making sound use of ICT. Year 2 pupils can collect and sort data and display this in pictograms and block graphs. Year 6 pupils can calculate averages of a given range and know the difference between mean and mode. Attainment in other aspects of mathematics is generally above national standards. For example, Year 2 pupils measure in a variety of non-standard units and centimetres, name and describe a range of two and three-dimensional shapes. The majority of pupils understand the concept of symmetry and recognise reflective symmetry in familiar two-dimensional shapes and patterns.
102. Overall, the quality of teaching and learning is satisfactory and shows good improvement since the last inspection. Teaching in Years 1 and 2 was satisfactory and is now good, whilst in Years 3 to 6 it was unsatisfactory and is now satisfactory. Teaching in observed lessons was always at least satisfactory, ranging from satisfactory to very good. With the introduction of the National Numeracy Strategy, teachers' subject knowledge is secure and teachers' lesson planning has improved. The structure of lessons follows the suggestions included in the numeracy strategy. Lesson planning clearly identifies the learning intentions and, in most cases, specifies activities appropriate for different levels of attainment within the class. After the introduction to the lesson, teachers explain clearly to pupils what they are expected to do and pupils settle quickly and sensibly to their tasks. Good organisation and management of activities keep pupils on task throughout lessons.
103. There are many good features in teaching in Years 1 and 2. Teachers are skilful in asking questions, they have high expectations, their relationships with pupils are very good and lessons are well planned and organized. For example, in a very good lesson in Year 1, the teacher explains the lesson objectives in simple terms so that all pupils know what they will be expected to do and learn. Her very skilful questioning of pupils and excellent management of them encouraged all pupils to participate so that all felt confident in trying to give answers. She was therefore able to confirm that pupils had a secure understanding of the learning objectives. In Year 2 the teacher encourages pupils to assess themselves to see if they have achieved the learning intentions for the lesson.
104. In Years 3 to 6 pupils are taught in four sets grouped by levels of prior attainment. This works satisfactorily. There is an appropriate proportion of direct teaching with clear explanations, instructions and demonstrations to engage the whole class. There is a good emphasis on the teaching of number skills, including pupils' mental arithmetic. This helps most pupils to achieve at least satisfactorily in developing their understanding of number concepts and their competence with number computations. A good feature of many lessons is the opportunities provided for pupils to explain how they arrive at their answers. Pupils clearly enjoy explaining their strategies to the whole class. The teaching of key vocabulary is good. Teachers' questioning is generally effective in consolidating prior learning. In the better lessons, teachers assess and give regular feedback to their pupils. The pace of learning, although satisfactory, is not as brisk as it could be. Although teachers mark pupils' work regularly, they do not make sufficient constructive comments to help pupils improve further. Although there was limited evidence of teachers using ICT to support pupils' learning in lessons during the inspection, teachers make satisfactory use of ICT in data handling activities and to consolidate number work.

105. The progress of pupils with special educational needs in relation to their prior attainment is generally good. These pupils are well supported in Years 1 and 2, receive effective support from teachers and support assistants and work at appropriate levels. The teachers work well with their support assistants who are well briefed and give good help to their teaching groups. The setting arrangements in Years 3 to 6 suit pupils with special educational needs. The teaching is good, with good reinforcement of learning so pupils achieve success and gain in confidence. They make good progress. The higher attaining pupils make satisfactory progress. The pupils in the top set work in an effective learning environment, where expectations are good and learning brisk. Their current teacher provides them with appropriate work, which they enjoy. However, the analysis of work shows some inconsistency in progress over the year associated with changes in teachers. In the other two sets, teachers do not pay sufficient attention to the different learning needs of pupils at higher levels of attainment in the class. There is a sound gender balance in each mathematics set and no gender difference in performance was noticed.
106. The school has made satisfactory improvement since the last inspection. It has successfully implemented the National Numeracy Strategy, undertaken appropriate staff training, improved the quality of planning and increased resources. Management of the subject is effective. The co-ordinator is enthusiastic and knowledgeable and has a sound overview of standards and provision through a sound programme of monitoring activities. However, analysis of performance in the national and other tests could be better. Development planning is satisfactory, with appropriate priorities and clear action planning, although criteria to evaluate the effectiveness of planned actions need to be improved. Assessment arrangements are satisfactory. The progress of pupils is monitored regularly against the key objectives in the numeracy framework. Assessment includes optional National Curriculum tests in Years 3, 4 and 5. The arrangements for collecting and recording assessment data on pupils are satisfactory. The school has begun to analyse pupils' responses in tests but this process has had little impact as yet because areas of weaknesses are not identified with a view to enabling teachers to set appropriate learning individual targets for pupils. For example, the school has not investigated gender differences in performances in the optional tests. To improve standards further, the school needs to improve individual target setting, investigate the underachievement of girls in national tests and continue to raise the proportion of pupils achieving the higher levels in the national tests at the end of Year 6.

SCIENCE

107. Standards at the end of Year 2 and Year 6 are above expected levels. Since the previous inspection, standards have been maintained by the age of seven but have improved significantly by the age of eleven. Standards have improved in Years 3 to 6 as a result of improved teaching and improvements in the science curriculum. The achievements of pupils are good overall.
108. Results in the teacher assessments for Year 2 pupils in 2001 were above the national average; nearly all achieved the expected Level 2, although the proportion of pupils achieving the higher Level 3 was average. In the same year, the proportion attaining the expected levels in the national tests in Year 6 was very high, well above the national average. The proportion of pupils achieving the higher Level 5 was also above the national average and above that of similar schools.
109. The analysis of pupils' work shows that they make good progress in Years 1 and 2 and achieve well. Younger pupils acquire appropriate scientific skills, knowledge and understanding and rapidly develop their previous knowledge throughout the key stage. Good and often very good progress is maintained as pupils progress through the school, effectively consolidating and extending their previous knowledge and understanding. Throughout the school, pupils with special educational needs achieve well in comparison with their prior attainment. Teachers and skilful assistants support pupils very well in the classrooms.
110. Pupils in Year 1 confidently complete a diary, recording daily observational drawings and notes on the growth of a plant, including details of growth measurements. The good quality investigative work is continued into Year 2. Pupils in Year 2 have a very good understanding of different physical features. They take accurate measurements of foot size and hand span. High attaining pupils can

explain clearly that the size of the hand span is not related to the age or size of the person. When asked to sort animals into different categories one group independently decides to identify whether the animals are mammals or not mammals. This leads to an interesting discussion as to what is a mammal. Pupils have a good understanding of forces. They do simple drawings to show pushing and pulling actions, such as moving the mouse and buttoning up jackets. Work is well linked to other subjects of the curriculum. For example, Year 1 pupils use ICT facilities to make a pictogram of their favourite fruits. Year 2 pupils produce bar graphs to show how far cars travelled.

111. Pupils in Year 3 demonstrate good knowledge when deciding their own criteria for sorting food into different groups. They show good understanding of scientific procedures and awareness of the needs of others in their discussions. One pupil said, 'It would not be fair to sort them into meat and vegetarian groups because some people are vegetarian and they would have nothing to eat.' All show a good understanding of '*fair testing*', explaining that only one variable can be changed in each test. They are learning to become true '*scientists*'. Pupils in Year 5 show real joy and curiosity as they examine a coconut still in its husk. The teacher uses resources well to help pupils learn about seed dispersal. They take accurate measurements and daily observations and recordings of the effect of evaporation. They can draw conclusions, giving clear reasons for the results obtained.
112. Year 6 pupils show good knowledge in discussions with their teacher when considering the relationship between the energy and the vibration to the volume of the sound, exploring ways to measure the volume of sound. Pupils know sound travels through some materials. Average pupils identify the correct order of sound from plucking a guitar string, the vibration, to the vibration of the sound on the eardrum. A strength is pupils' ability to consider and plan their own investigations. They can write their own conclusions, stating reasons for their results. Pupils have a good understanding of how to separate solids and liquids. They record and measure time and temperature and produce graphs to show their results. Lower attaining pupils complete graphs to show changing pulse rate during exercise. They identify the major organs of the body and give sensible reasons why some soils are better than others for plants. Pupils in Year 6 observe the growth and development of oyster mushrooms growing in their classroom. Photographs taken with the digital camera record the growth clearly.
113. Teaching and learning are good throughout the school, with some very good teaching seen in Years 3 and 2. No unsatisfactory lessons were observed. Teachers plan their work carefully. They set appropriate objectives and provide an interesting range of activities, including practical experimental work that has real interest for the pupils. The use of the scientific enquiry boards ensures scientific procedures are developed in a systematic way. Teachers make good use of their own secure subject knowledge and adopt a range of challenging questions to focus pupils' attention and extend their thinking and understanding. For example, in Year 2, the teacher incited pupils' curiosity by challenging them to consider whether the smallest person will have the smallest hand span. Pupils suggest that hand span could be linked to the size of the foot. The teacher showed skill at extending pupils' thinking and this enabled pupils to develop independence and confidence in their own thoughts. Overall, the management of pupils' learning is very good. Teachers are competent in ensuring a smooth transfer from discussions into practical work. Where the teaching is most effective, for example, in lessons in Years 2 and 3, the teachers made good links with prior learning and set very clear objectives. They made very good use of scientific vocabulary and encouraged pupils to make comments and predictions. As a result, the pupils were fully involved and concentrated well, moving quickly and confidently into the investigation. They used their time well, working at a productive pace. Teaching assistants and volunteer helpers invariably give good support, particularly to those pupils with special educational needs. The use of ICT is satisfactory but needs to be developed. Teachers plan appropriate links with mathematics, for example, in completing a bird survey for the RSPB. They use bar charts and pie graphs to show the different birds. Links with literacy are satisfactory; pupils write up their own investigations independently.
114. The subject has a high focus within the school and improvement since the last inspection is good. The subject is well managed by an enthusiastic co-ordinator who has good subject knowledge and is very keen to improve the overall provision and standards. She has a clear understanding of the

priorities for development based on effective evaluation of provision. Curriculum planning is good and clearly identifies the key learning objectives and linked activities, with investigational work a strong feature. Assessment for science is good. Teachers keep good records of pupils' progress. There is sound analysis of areas of weaknesses and teachers use the results of the assessment effectively when planning the content of lessons. However, assessment information could be used to provide more challenging work for high attaining pupils. There are regular visits and visitors such as the forces road show, which enrich learning experiences. Pupils in Year 6 attend science days at the local Horticultural Research Institute where they have the opportunity to investigate DNA from onions.

ART AND DESIGN

115. Standards are below national expectations by the end of Years 2 and 6. Standards are not as good as they were at the time of the last inspection when they were judged to be above average.
116. The fall in standards is due primarily to the way the subject is planned and taught. Most of the art and design is taught during three whole days a year, with some additional preparation and evaluation time. There is too large a gap between lessons for skills to be consolidated. Planning for these art days is not good enough. Teachers rely too heavily on the nationally recommended guidance without adapting it to the pupils' learning needs. In addition, any pupil absent from school on one of those days misses a third of all their learning and experience in art for the year.
117. Most pupils, including those with special educational needs, have learnt little of the basic skills and techniques. Although only one lesson was observed, evidence of standards came from an analysis of pupils' work and from talking with pupils. Analysis of pupils' work and teachers' planning in the past and discussions with pupils and staff indicate a lack of detailed planning to enable knowledge and skills to be built upon. This has meant that pupils have not sufficiently developed the range of skills and knowledge expected.
118. Pupils have had insufficient guidance in using methods, techniques and a range of materials. There have been insufficient opportunities for them to use a range of media such as pencils, charcoal, paints, to do three-dimensional work or experience a range of materials, tools and techniques. From the very limited examples of work, it is evident that there is a lack of maturity in their work, for example in their drawing skills. The use of sketchbooks has not been fully exploited to develop an awareness of colour, shape and form. They have had limited opportunities to use different media and develop an understanding of colour, texture, pattern, line and tone. Their understanding of the differences and similarities of different artists is underdeveloped. Pupils are unable to talk about famous artists because they have not had sufficient opportunities to talk about and look at examples from other cultures. However, there are some examples of sound work, particularly in the lesson seen in Year 4. Pupils experimented with the use of line, pattern, texture, colour and symbols to represent activities and movement on their imaginary journey. They used their sketchbooks to try out their ideas, experimenting with symbols and lines to represent features and movement. Many successfully transferred these ideas onto a prepared fabric and were able to evaluate their work appropriately. Year 1 pupils paint and mix colours to develop an awareness of pattern in the environment. Year 2 pupils use the ICT tools in an art program effectively to create a fireworks picture. Year 3 pupils draw and paint plants from first-hand observations.
119. In the lesson seen, the quality of teaching was good. In a well-planned lesson, the teacher's sharing of the learning intention with pupils so they know what they will be doing, her enthusiasm, clear explanations and demonstration of a number of techniques promoted good progress and encouraged individual creativity. Effective use was made of whole class discussion to help pupils to be self critical and evaluate their work. Most pupils were enthusiastic and keen to learn.
120. The coordinator, who has recently taken over responsibility for the subject, is enthusiastic and knowledgeable but has had little opportunity to influence the development of the subject. There has been no monitoring of teaching and learning and no formal monitoring of planning to ensure that national curriculum requirements are met. Assessment procedures have yet to be developed and a

collection of samples of pupils' work, showing National Curriculum levels, will help teachers make judgements on standards. An art club gives opportunities for pupils to develop ideas and techniques outside their classrooms.

DESIGN AND TECHNOLOGY

121. Standards of attainment achieved by the end of Year 2 are typical of those found nationally. By Year 6, however, standards of work seen are below expected levels. These findings are similar to those at the last inspection.
122. During Years 1 and 2, pupils, including those with special educational needs, make satisfactory progress in their learning. In Years 3 to 6, progress in developing knowledge, skills and understanding is not as good as it should be and there is an insufficient range of materials used.
123. Judgements have been made from a scrutiny of pupils' work, displays, teachers' planning and discussion with pupils. Due to the way the subject is planned, it was not possible to observe any lessons. All design and technology is taught during three whole days a year, with some additional preparation and evaluation time. Any pupil absent from school on one of those days could miss a third of all their learning and experience in design and technology for the year.
124. There has been limited improvement since the last inspection. The school has made some progress in improving the coverage of the subject, particularly at Key Stage 2. Junior pupils now experience activities involving planning and designing, making and evaluating their work. This has led to some improvement in standards although the quality of pupils' work is still below that typically found nationally.
125. Pupils in Year 2 experience assembling and joining different materials together. They make and design their own vehicle to transport Teddy, planning the style of vehicle, colour and shape. The pupils can explain how they joined different materials to make their vehicle. Year 2 pupils design and make hand puppets joining the material with simple stitches. Year 1 pupils can make moving pictures, using a slide and pictures, using paper clips and can prepare a fruit salad. There is evidence that pupils evaluate their work. For example, pupils investigate doors and windows and comment on the effectiveness of the structures. The standard of pupil evaluation is satisfactory, but the quality of the evaluations could be better. Pupils comment on the success of their product or whether they liked it but not about of what to do to improve the quality of the product. There are construction kits but these were not being used during the inspection. There is some evidence of sewing skills but these are not developed throughout the school.
126. Year 6 pupils design and consider how to make a shelter. They complete drawings and evaluations on their work. The quality of the finished product and making skills is below what is typical for pupils of that age. Year 5 pupils investigate ready-made biscuits and grade them by appearance. They comment on the smell, texture, taste and they decorate ready-made biscuits with a theme such as Christmas, Fireworks or Valentines Day. They use paper and card to make moving mechanisms. There are appropriate links with science. Year 4 pupils investigate alarm systems and write about the purpose of alarms. They investigate how pop-up books are made and make storybooks with moving pictures. Year 3 design and make monster puppets using a pneumatic device for the mouth.
127. No teaching was observed in design and technology during the inspection. The scrutiny of pupils' work and teachers' planning indicates that teaching is satisfactory in Years 1 and 2, but there is insufficient range and quality of work evident in the work of the older pupils. There is not a clear progression in the development of skills, knowledge and understanding, because there is too big a gap between design and technology days. The school uses the national guidance but planning does not to identify how pupils' skills, knowledge and understanding are built upon. The use of ICT to support pupils' learning is limited. There was little evidence to indicate that design and technology activities enhance learning literacy and numeracy skills.

128. The coordinator has recently taken over responsibility for the subject but has had little opportunity to influence the development of the subject. There has been no monitoring of teaching and learning and assessment procedures are not in place. Resources are unsatisfactory; there are insufficient resistant materials and tools so that pupils experience a range and select their own. The staff have had no professional development to extend their subject knowledge and expertise and this contributes to a lack of planned progression in skills and expectations of the quality of the finished product.

GEOGRAPHY

129. Standards have been maintained since the last inspection. By the end of Year 2 and Year 6, pupils achieve standards in line with those expected of pupils of similar ages.
130. Year 2 pupils can identify the difference between physical and human features of a locality. They compare their own locality with that of a Scottish island. They investigate a seaside location and begin to understand the reasons for different kinds of coastlines. In Year 3 pupils use maps to locate physical features on a map of Britain locating rivers, mountains and large centres of population. They make good use of their numeracy skills, using charts and graphs to analyse data they have collected. Pupils in Year 5 visit a local sewage works to further their study of water supply. As part of this study they keep a record of their own water use; also in Year 5 pupils conduct a study of local street parking. This enhances their fieldwork skills. From the information gained, pupils look at possible implications of changes that could be made to their environment. Year 6 pupils can investigate the physical features of rivers. They do this through a fieldwork study of a local river, but also by using the Internet to gather information to compare features of rivers across the world. Pupils are aware of the stages of a river and are beginning to understand how rivers are used for economical activities.
131. The quality of teaching and learning is satisfactory. In the one lesson seen, the teacher established good relationships with the pupils and this helped to underpin confident and responsive teaching and learning. The teacher made good use of maps and photographs to enable pupils to investigate life in an Indian village. She encouraged the pupils to investigate the wider implications of the social patterns in the village. Analysis of pupils' work shows that, in Year 5, a simple sheet enables pupils to evaluate what they learnt. This effective strategy helps pupils to be involved in their own learning but it is not an established approach within the school. A consistent system, to enable teachers to have sufficient knowledge of what their pupils know and can do is not yet in place. Whilst skills are developed and built upon across the age range, there is insufficient challenge for the higher attaining pupils. More needs to be done to identify and build upon what pupils already know in order to raise standards. The overall planning by teachers, in Years 3 to 6, is inadequate to provide enough stimulation for all pupils. ICT could also be better used to support pupils' learning. Management of the subject is satisfactory. The co-ordinator is knowledgeable and aware of what needs to be done to raise standards further and this has resulted in her clear identification of skills to be taught.

HISTORY

132. By the end of Year 2 and Year 6, pupils attain standards in line with those expected of pupils of similar ages. Standards have improved since the last inspection; whilst they have been maintained in Years 1 and 2, standards have improved in Years 3 to 6. This improvement is the result of improvement in teaching of the junior aged pupils. However, standards could be improved further, especially in Years 3 to 6 if all teachers planned the development of skills more carefully to reflect the different capabilities of all pupils.
133. Year 2 pupils can compile a family tree over three generations. They understand that changes in transport occur over time by comparing pictorial evidence of city streets from Victorian times. They understand the importance of a diary in supporting our knowledge of the Great Fire of London. Pupils understand that some things change and others stay the same in relation to people taking holidays. They begin to develop a sense of chronology. In Year 3, pupils can use data from the

Census, baptism and marriage registers to find out about the local village and use maps to plot the changes in the village over time. They extend their knowledge and use of evidence to show the duties and role of the king in Tudor times. They investigate reasons behind the marriages of Henry VIII. They develop their thinking by writing letters, explaining why Henry VIII wanted a divorce from Catherine of Aragon. In Year 5, pupils gather evidence from historical and literacy sources to explain the lives of children in Victorian period. Collecting information from film clips of *Oliver Twist* and comparing these with other evidence, they understand the implications and impact of the Victorian workhouse on the lives of the poor. From this, they investigate the work that was expected of poor Victorian children. Year 6 pupils understand some of the changes that have taken place in people's lives since 1950, through studying changes in the style of pupils' homes and in popular culture. They begin to understand why Britain became involved in the European Union in that period.

134. The quality of teaching and learning is satisfactory overall. There are good examples of teaching, for example, in Years 3 and 5, but it is sometimes unsatisfactory. When teaching is good, teachers are confident because they have good subject knowledge about the historical topics and know how to develop pupils' historical skills of research and using evidence. Pupils are challenged to extend their learning through imaginative use of historical evidence. Teachers build upon pupils' literacy skills to enhance their understanding and research skills. Where teaching is unsatisfactory, there is an absence of planned opportunities for pupils of all abilities to extend their learning. Similar tasks and expectations are required of all pupils in the class, regardless of ability. This results in some of the content of lessons being superficial when compared to what pupils were expected to achieve in earlier years in the school. Teachers do not build upon what pupils can do consistently. Whilst there is some good assessment practice. For example, in a Year 5 lesson, pupils are regularly asked to reflect upon what they know and what they have learnt; this practice is inconsistent. This means that work set sometimes underestimates the ability and interests of the pupils. There are insufficient opportunities for the pupils to use their literacy skills in developing their written work through personal research; and for consistent use of CD-Roms and the Internet to gather and use information for their research.
135. Management of the subject is satisfactory. The co-ordinator leads by example and understands the need to develop the skills of knowledge and understanding, use of evidence, chronology and research. However, she has not had sufficient opportunity to develop a consistent approach to teaching and planning. In order to improve provision further, monitoring and evaluation of teaching and planning the development of skills and appropriate challenge for all pupils need to be developed.

INFORMATION AND COMMUNICATION TECHNOLOGY

136. Standards currently achieved by seven-year-olds and by eleven-year-olds are in line with national expectations. These findings are similar to those at the time of the last inspection.
137. By the end of Year 2, pupils' achievements are similar to those expected. Year 1 pupils use mouse techniques appropriately and, by Year 2, mouse and keyboard skills are satisfactory. Pupils are familiar with the basic functions of a keyboard and learn the function of the shift key, space bar and return key. With support, most Year 2 pupils can open the correct program, find the correct file and at the end of a session, save their work. Year 1 pupils can enter data to produce simple pictograms. Pupils' word processing skills are sound. Year 1 pupils can word process pieces of appropriate length and by Year 2 understand how to change the way the text looks by highlighting and changing fonts, size and colour. Pupils have good understanding of the everyday use of ICT outside the classroom. They understand that a computer can be used to create pictures and can use various tools, such as pencil, paint brush and spray can, competently to create their own pictures. They can use the icons on the menu bar to select colours, infill and to erase. They can give directions to a floor turtle and give instructions to control the movements of a device on screen.

138. By the end of Year 6, pupils' knowledge and understanding of spreadsheets, databases and the Internet and their skills in word processing and data handling are typical of those found nationally. Pupils' understanding of the use and benefits of ICT in the world beyond school and comparing ICT with alternative methods is good. Pupils in Years 3 and 4 have a sound understanding of databases. They can complete fields and records to construct simple databases and use them to carry out simple searches. Year 3 pupils know that a database can be used to store information as an alternative to paper records. They can enter data accurately into fields and create new records. Year 4 learn to create a branching database and can use it to sort and classify information. Year 5 pupils know how to use the Internet and can access websites and use search engines to find information. They experiment with the layout of poems by changing fonts, size, colour, type text with appropriate accuracy and insert pictures from a clipart library into text. Year 6 pupils can enter data into spreadsheets and use simple formulae to calculate the value of cells. There is little evidence of higher attaining pupils achieving beyond expected levels. For example, in developing a multimedia presentation, pupils can create a multimedia page but do not use the multimedia program to organise and present a set of linked pages that incorporate pictures images, sound and text.
139. Teaching and learning are satisfactory but there are shortcomings in the school's approach to teaching ICT. A good feature is the effective use made of the ICT suite and learning support assistants in teaching basic skills. The ICT suite can only accommodate about a third of a class working at computers at a time, but is used well. Most of the direct teaching of ICT skills takes place in an introductory session taught by the teacher with the whole class. This is followed by a group of pupils working on a specific task with support assistants. This works well because sessions are soundly planned, lesson objectives and tasks clearly identified and learning support assistants well briefed. Teachers clearly explain to the whole class the learning objectives, focusing on explaining the use of ICT tools and vocabulary. However, planning does not always provide sufficiently challenging tasks to extend the more able. Teachers make effective use of learning support staff to help pupils with the tasks, enabling most to make satisfactory progress. The learning support staff are well trained and have good knowledge of the programs. They give clear instructions and demonstrations to pupils and provide effective support. Their relationships with the pupils are good and pupils enjoy these lessons and show appropriate levels of concentration. Assessment procedures are satisfactory. Generally, learning support staff note pupils' success or otherwise in achieving the lesson objectives. However, teachers do not always make effective use of this information in planning future work. Teachers' planning does not provide a sufficiently detailed framework either for the development of skills or for the use of ICT in the classroom.

140. Pupils have too few opportunities to practise the range of skills that they are acquiring. For example, although pupils have appropriate word processing skills and can cut and paste, they do not make much of these skills in redrafting or modifying their written work in English. In history and geography, pupils make insufficient use of the Internet and CD roms to find information to support their learning and develop their research skills. Analysis of pupils' work in a range of subjects shows very little evidence of the use of ICT. Consequently, progress is just satisfactory. ICT is not used sufficiently to support pupils' learning across the curriculum, although there are some examples of teachers doing so. Some data-handling activities are linked to their work in mathematics and science. Year 3 pupils have used the computer to create sounds and music. Year 2 pupils have used the tools in an art program successfully. However, pupils' slowness in using keyboard skills is indicative of a lack of sufficient opportunities to practice these skills.
141. There are sound procedures in place to monitor and record pupils' progress. Support assistants make informal assessments of pupils' achievements in lessons against the key objectives for each unit of study and teachers record achievements in a school based system that provides a satisfactory picture of what each pupil can do. However, the system is cumbersome, does not readily provide information on individual progress over time and the format is not useful as a way to obtain an overview of standards in the school. In addition, pupils do not retain evidence of their own individual work. Likewise, there is very limited display of pupils' work around the school. The school has started to save pupils' individual work on floppy disks but this is not yet effectively in place.
142. Improvement since the last inspection is satisfactory. The subject is soundly managed, although arrangements for monitoring standards and provision are unsatisfactory. The co-ordinator has only recently taken over responsibility for the subject. She is enthusiastic and has a clear understanding of what needs to be done to develop the subject and raise standards further. Following a review of provision, she has produced a suitable action plan, which, however, is not supported by effective measures to evaluate the effectiveness of actions taken. The school provides a broad curriculum but, with limited opportunities to use the ICT suite and underuse of computers in classrooms, the school cannot ensure that all pupils have sufficient time to develop their skills. Resources are satisfactory except for control and monitoring activities. However, the school provides sound opportunities for control technology off-site for pupils in Years 5 and 6. As well as the computer room, there are computers in all classrooms, most with access to the Internet. There is a good range of other ICT resources, such as digital cameras, printers, tape and video recorders and CD player equipment. There is also a sound range of software to meet the requirements of the National Curriculum.

MUSIC

143. Standards are above those expected nationally by the end of Year 2 and Year 6. Standards have improved since the last inspection. Pupils, including those with special educational needs, make good progress throughout the school. Pupils achieve well and standards are good because lessons are well planned and there are good opportunities to extend pupils' learning in clubs and a range of activities.
144. By the end of Year 2, pupils use their voices well and are beginning to understand how to use them in an imaginative way to create sounds. They work well in small groups of four to create the sounds of a storm, using their voices imaginatively. Higher attaining pupils are more confident and use their voices strongly to communicate storm noises to others. All pupils are encouraged to contribute to the composition produced. Pupils' ability to evaluate is developing well, as they comment on their own and others' work. In Year 1, pupils make good progress, maintaining a steady regular beat and they can clap tunes with a faster and a slower beat. They sing well-known favourite songs, keeping the beat with clapping, slapping, clicking or tapping movements. Listening to and appreciation of music are good. Pupils enjoy singing a range of songs from memory. For example, they sang 'Hush little baby, don't you cry,' with good awareness of rhythm, pitch and melody.

145. By the end of Year 6, pupils can sing a wide variety of different songs and they perform confidently in public. High attaining and average pupils can follow simple notation patterns and create their own compositions, using accurate musical structures. Their ability to recognise and repeat rhythmic phrases is of a high quality. They clap complex rhythms to the words fly, spider, moth, butterfly, grasshopper and caterpillar and they confidently create their own rhythms. Pupils have a good understanding of the way in which music is used to reflect different intentions, moods and feelings. Listening skills are well developed. Pupils listen to the music 'Sleepy Lagoon,' by Eric Coates and they suggest a good range of feelings and response to the music such as 'bouncy, devastated, ecstatic'. Their ability to compose and perform music, using a combination of moods is well developed. They use percussion instruments imaginatively and their ability to evaluate and appreciate their own and others work is good.
146. The good standards and progress in music occur because the quality of the teaching and learning is good. Teachers have good subject knowledge and their confident delivery has a good impact on the progress made by all pupils. Pupils are enthusiastic and enjoy their music lessons, which are well planned and provide pupils with the opportunity to create, perform and appreciate music. However, on occasions, different groups leaving for extra reading hinder the continuity in lessons. The use of literacy and numeracy is used well, when, for example, pupils evaluate and comment on the music and count the number of beats. The use of ICT is underdeveloped. Pupils do not record their compositional work. There is no ongoing assessment in music; this is a weakness and the school is aware of the need to address this.
147. There are good opportunities for pupils to receive tuition in learning to play an instrument. Pupils learn the keyboard, clarinet, brass, woodwind and guitar. A Year 5 pupil is encouraged to compose music using the keyboard. His composition entitled 'A song for the future,' is impressive. Pupils are encouraged to create their own compositions alongside playing set pieces of music. Over 50 pupils in Years 4, 5 and 6 attend choir practice twice a week. These activities make a valuable contribution to extending skills and enriching the music provision. The quality of singing in the choir is very good. The high standards achieved reflect the very good quality of teaching by the music co-ordinator. There is a good emphasis on the importance of posture and breathing and breath control. This, together with the teacher's very good knowledge and enthusiasm, contributes to the quality of singing produced. Pupils show good ability to change the tempo. Joy in singing is evident in the pupils' responses and body language as they concentrate and give maximum effort to the songs. Articulation and concentration are very good. They are developing the ability to layer songs and can sing in three part harmony.
148. Improvement since the last inspection is good. Music makes a positive contribution to the spiritual, moral, social and cultural education of pupils. For example, pupils sing a wide range of songs and the joy in singing is evident. All pupils have regular opportunities to perform in concerts and musicals such as 'Alice.' A number of pupils with special educational needs belong to the choir and perform well alongside others. Management of the subject is satisfactory. The co-ordinator is well organised and makes a positive contribution to the subject. She has a clear understanding of what needs to be done, although she does not have sufficient opportunities to monitor standards and provision. Resources for music are good; the school has a good range of tuned and untuned instruments.

PHYSICAL EDUCATION

149. Standards are broadly in line with national expectations by the end of Years 2 and 5 but barely so. No lessons were observed in Year 6. These findings are similar to those at the time of the last inspection. Pupils, including those with special educational needs, generally make satisfactory progress in their learning but their achievements are not high as they could be.
150. By the end of Year 2, pupils know how to perform several maypole dances, including 'Spider's web'. However, there are not enough opportunities for pupils to practice and refine their skills. Year 2 pupils spend a lot of time walking the steps and pathways of the maypole dances but do not have the opportunity to practice and refine the basic skill of skipping. This skill is not well

developed and the opportunity to develop skipping, responding rhythmically to the music, is not given enough emphasis. No lessons were observed in gymnastics and games, although planning indicates that these activities take place.

151. Standards in dance are sound in Year 3. Pupils create movements in response to a dance idea. They create a dance phrase, using pushing and pulling movements similar to those of a machine. Pupils' rhythmic response to music is well developed. They can work at different levels, use a variety of movements and show smooth transitions from one movement to another. However, there is insufficient emphasis given to the practice and refinement of dance phrases and pupils do not have time to develop what they have done. Standards are average in games. Pupils in Year 5 make up games and record them. They evaluate the games but comments are mainly positive and do not always suggest ways to improve the game. In a tennis lesson, four higher attaining pupils manage to keep a rally going and show well-developed coordination and control. They use forehand and backhand strokes well and manage to play a game. Average pupils remember to turn sideways but their ability to make contact with a flying ball is less well developed and they are unable to keep a rally going. Lower attaining pupils are unable to send the ball consistently to their partner. The teacher is enthusiastic and well organised but many pupils are over-challenged by the activities. Pupils know, understand and explain attack and defence tactics in a game situation. Due to the timetable, no lessons were observed in Year 6.
152. Standards in swimming are above what is typically found for pupils of this age. All classes have opportunities for swimming during the year. Although no swimming was observed, analysis of records indicates that pupils achieve well. Awareness of the importance of exercise and the effect of exercise on the body is not well developed. Pupils' responses reflect the lack of attention to this aspect of learning.
153. Teaching is satisfactory but there are shortcomings. Teachers are well organised, prepare lessons thoroughly and manage their pupils very well. Pupils' attitudes are good and they enjoy their physical education lessons. Teachers give good verbal feedback to pupils and provide them with appropriate opportunities to observe and evaluate the work of others. However, in most lessons pupils were not active enough and insufficient time was given to develop skills and extend movement vocabulary. Activities are not always well matched to pupils' capabilities. For example, the activities were too hard for some in the Year 5 games lesson and too easy in the dance lesson. In some lessons, learning was interrupted by groups of pupils leaving, for example, to learn ICT skills.
154. The co-ordinator is enthusiastic and is keen to develop the subject. However, there have been no opportunities for the co-ordinator to monitor the standards of teaching and learning throughout the school and there are no whole-school procedures for assessment. The school uses non-statutory guidelines, but these have not been sufficiently well implemented. The school needs to identify a clear progression in skills, knowledge and understanding in all areas of activity. Resources are unsatisfactory. The quality of the mats is poor and there are insufficient benches and apparatus for younger pupils. Games resources are also unsatisfactory. In a lesson observed, there were insufficient tennis rackets for pupils to have one each. Pupils had to share and were playing with badminton rackets, which were totally unsuitable for the weight of the tennis balls, and did nothing to help pupils to develop their tennis skills. There is a good range of lunchtime clubs for pupils to practice the skills of football, netball and tag rugby.

RELIGIOUS EDUCATION

155. Standards achieved by pupils by the end of Years 2 and 6 are better than usually seen of pupils of similar ages. Standards have improved since the last inspection. The high quality of relationships between pupils and between pupils and staff reflect the good standards in religious education. Pupils, including those with special educational needs, make good progress in their learning.
156. In Year 1, pupils begin to understand the significance of “special books” used in religious practice. Pupils reflect upon books that are special to them through personal association. From the introduction, by a pupil, of his own family Bible, the pupils recognise the importance of family Bibles, which have spanned many years within a family. In Year 2, pupils follow the Christian story of Joseph and his brothers, relating incidents in the story to their own experience. Thus when Joseph is imprisoned, pupils discuss and reflect upon ‘fairness’. They describe events in their own lives, which they have regarded as unfair.
157. In Year 3, pupils build upon their previous learning about the use of symbols in religious belief. They investigate the symbolism of ‘light’ in Christian worship. The local vicar displays and explains the significance of ‘light’ in the baptism service, whilst explaining the significance of artefacts used in the service. Through recognising that ‘light’ means calm and hope to Christians, pupils are then invited to write a short poem to give to someone undergoing baptism. These poems are to be used as part of a baptism service at the local church. In Year 4, pupils listen to a Sikh story about how Guru Nanak gave a lesson on behaviour. Pupils follow the events as they unfold in the story and then reflect upon its moral ‘that there is always room for one more’. Pupils can explain how they would feel in a similar situation. In Year 5, pupils relate the story of the Good Samaritan to their own experiences and show good understanding in seeking answers to the question “Who is my neighbour?” In Year 6, pupils identify features to be found in different places of Christian worship. They explore the significance of stained glass windows. They build successfully upon their knowledge of sacred signs and symbols in Islam, Judaism and Christianity and develop an understanding of the significance of ‘days of rest’ in Christianity and Judaism.
158. The quality of teaching and learning is good overall and has improved since the last inspection. Teachers establish very good relationships with pupils throughout the school and these allow teachers and pupils to explore and reflect upon complex ideas and issues. Teachers assist pupils in gaining a sense of awe in their response to the objects and feelings of others. In Year 1, pupils were awestruck when the teacher, in looking at family Bibles, showed family Bibles going back to the 1880s and the 1840s, after discussing with a pupil his own family Bible. Teaching is sensitive and allows pupils to learn and reflect upon the issues and implications of that are taught. This teaching makes a very good contribution to pupils’ personal development. Because religious feelings are an important part of the teaching, this is reflected in the everyday relationships within the school. Pupils respond very positively to their teachers and gain in confidence as they move through the years.
159. The co-ordination of the subject is satisfactory. The co-ordinator is new to the post and has yet to complete the overall planning for the subject to conform in detail to the Agreed Syllabus. This has been recognised in the school action plan. Nevertheless, the pupils meet the three key elements - experience of the natural world and human relationships, understanding knowledge and belief, exploring, reflecting and responding - of the locally Agreed Syllabus. Links with the local church are strong and these are used effectively to support pupils in their learning. Pupils visit the local Gurdwara to extend their knowledge of Sikhism.