

INSPECTION REPORT

**ALL SAINTS' CHURCH OF ENGLAND (A)
FIRST SCHOOL**

Leek

LEA area: Staffordshire

Unique reference number: 124341

Headteacher: Mrs I Smith

Reporting inspector: Mr M H Cole
3369

Dates of inspection: 6th – 10th March 2000

Inspection number: 195871

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

INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary aided
Age range of pupils:	3 to 9 years
Gender of pupils:	Mixed
School address:	Cheadle Road Leek Staffordshire
Postcode:	ST13 5QY
Telephone number:	01538 483235
Fax number:	01538 483236
Appropriate authority:	Governing body
Name of chair of governors:	Reverend Father P Gray
Date of previous inspection:	10 February 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect Responsibilities
Mr M Cole	Registered inspector	Science Geography Music Physical education	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Key issues for action
Mr G Ellis	Lay inspector		Pupils' attitudes, values and personal development Attendance Pupils' welfare, health and safety Partnership with parents and carers
Mr M Greenhalgh	Team inspector	Mathematics Information technology History Equal opportunities Special educational needs	
Ms E Wilson	Team inspector	Areas of learning for children in the foundation stage English as an additional language English Art Design and technology	Quality and range of opportunities for learning Pupils' spiritual, moral, social and cultural development

The inspection contractor was:

Bench Marque Limited
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

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Alexandra House
33 Kingsway, London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school educates 206 boys and girls aged four to nine years old. In addition, 11 children under five attend the Nursery full-time while 24 attend part-time. The school roll has risen sharply in recent years and there are now half as many pupils again as at the time of the school's previous inspection three years ago. This increase has been accompanied by some widening of the social backgrounds of pupils to include more from homes with above average social and economic circumstances. Overall, though, parents' social and economic circumstances, and children's levels of attainment on starting at the school, are average, as at the previous inspection. Fifteen per cent of pupils are eligible for free school meals, an average proportion by national standards. There are no pupils from ethnic minority backgrounds. The proportion of pupils identified as having special educational needs (18 per cent) is average and the proportion with statements of special needs (0.4 per cent) is a little below average.

HOW GOOD THE SCHOOL IS

This is an effective school. Good leadership and management bring good quality to most of the school's work, including the teaching and the range of learning opportunities offered. A good level of improvement has brought standards of pupil attainment, previously below average, up to the national standard. Effectiveness is achieved with a level of funds below the national average, making the school good value for money.

What the school does well

- Very good leadership by the headteacher of a strong staff team committed to school improvement and successful in achieving it.
- Effective implementation of firmly held aims and values throughout school life.
- Good teaching which promotes good learning and pupil achievement.
- Good standards of work in music throughout the school, and in art at Key Stage 1.
- Very successful procedures for promoting positive pupil attitudes, very good personal development, and good behaviour.
- A good quality and range of learning opportunities, including very good activities outside lessons and very good contributions from the community.
- Very good provision for pupils' spiritual, moral, social and cultural development.
- Good provision for pupils with special educational needs which helps them make good progress.
- Very good procedures for ensuring pupils' welfare.
- Good relations with parents, almost all of whom think highly of the school.

What could be improved

- Insufficiently systematic and rigorous procedures used by senior staff and governors to monitor teaching and evaluate the school's performance.
- Insufficiently precise planning of the means by which the school's future development is to be achieved.
- Unsatisfactory standards in science at Key Stage 1.
- Insufficient use of information and communication technology in teaching of other subjects.
- Unsatisfactory accommodation for children under five and for one Key Stage 2 class.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in February 1997, the school has achieved a good level of improvement. It has built on previous positive features in leadership, parental links and good support and care for pupils. In all areas of weakness previously reported, there has been improvement, often on a substantial scale, and the 'key issues for action' identified by inspectors in 1997 have all been successfully tackled. Results in standard National Curriculum tests and inspectors' judgements of present work show that standards of pupil academic attainment have risen. Their attitudes, behaviour and personal development have also improved. The quality of teaching has improved from satisfactory to good, with unsatisfactory teaching (in 20 per cent of lessons before) now completely eliminated. The curriculum is better planned and provision for spiritual, moral, social and cultural development which was unsatisfactory before has improved markedly to become very good.

STANDARDS

The table shows the standards achieved by seven-year-olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
reading	E	D	D	E
writing	E	E	D	D
mathematics	E	E	D	D

Key

well above average A

above average B

average C

below average D

well below average E

Key Stage 1: Results in the 1999 tests show pupils' attainment in reading to be below average by national standards and well below the average for similar schools. Overall attainment in writing and in mathematics was below average by both national standards and in comparison with similar schools. These results, however, represent a continuing improvement over recent years and further improvement is evident in the work of present Year 2 pupils. Inspectors judge these present pupils to be attaining the national standard in all three areas of reading, writing and mathematics. Standards in science are judged to be

unsatisfactory but, in all other subjects, where there was sufficient evidence to make a judgement, standards are at least satisfactory. Standards are good in art and music. Improved teaching is helping pupils to achieve satisfactorily in their lessons at Key Stage 1.

Key Stage 2: Year 4 pupils, approaching the time when they leave the school, also achieve standards in English and mathematics which match the levels expected nationally for pupils of their age. These pupils have made good progress since they scored poorly in National Curriculum tests when they completed Key Stage 1 in 1997. In science, too, Year 4 pupils at Key Stage 2 achieve levels of attainment which match those expected nationally for their age. There is again a good standard of work in music. Standards in all other subjects are satisfactory. Year 4 attainment reflects the good teaching pupils now receive which shows high expectations and promotes positive pupil efforts and behaviour leading to generally good achievement.

Children under five progress well and, by the age of five, reach the standards expected.

(NB Religious education was inspected separately and is reported elsewhere).

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and interested.
Behaviour, in and out of classrooms	Good in almost all lessons and around the school.
Personal development and relationships	Very good. By Year 4, pupils have become mature, responsible and independent.
Attendance	Satisfactory. The rate is close to the national average.

A positive aspect of the school with pupils' attitudes, personal development and relationships is a substantial strength. A small minority of pupils with poor attendance accounts for an overall level which is only average.

TEACHING AND LEARNING

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

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

Teaching is of good quality overall. Sixty-five per cent of lessons seen during the inspection were judged to be good, while all other lessons were satisfactory. Of all lessons, twelve per cent showed very good quality. There is good teaching in English and satisfactory teaching of mathematics with some examples also of very good teaching in both subjects. Across the curriculum, teachers teach basic skills of literacy and numeracy well. Strengths of the teaching generally are the teachers' secure knowledge of the subjects, mainly high expectations, effective use of a good range of methods, good use of available time, effective co-operation with support staff and good management of pupils. Teaching serves the needs of all pupils satisfactorily, including those with special educational needs. Pupils

respond to the teaching by learning well. They show interest, generally concentrate well on tasks and make a good effort.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall quality and range of learning opportunities are good. Activities outside lessons and community links make a very good contribution. The provision for subjects is broad and balanced but there is too little use of information and communication technology across the curriculum.
Provision for pupils with special educational needs	Good. Well-planned programmes of individual work. Good teaching by the specialist teacher.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for spiritual development beyond collective worship* is good. Moral and social development are very well planned and practised. Good provision for cultural development. <i>* Collective worship is the subject of a separate report</i>
How well the school cares for its pupils	Care is conscientious and thorough with good procedures for welfare, and for monitoring and promoting good behaviour and personal development. Monitoring of pupils' academic progress is satisfactory.

These are all areas in which the school shines. For a first school, the range and quality of activities offered to pupils outside lessons, and the level of parental and pupil support for them, are particularly striking. The parental support is but one aspect of the school's very good partnership with parents. The quality of written reports for parents on pupils' progress is a relative weakness in an otherwise positive picture of information for parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher's leadership of a strong and committed staff team is a particular strength. The school has proved successful in a shared determination to improve. The school works consistently and effectively to be true to its aims and values.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive and keen for the school to improve, but their monitoring of the school's performance is unsystematic.

The school's evaluation of its performance	A good deal of time has been spent monitoring teaching but procedures for this and other ways of evaluating performance are not sufficiently systematic and rigorous.
The strategic use of resources	Funds, staff, accommodation and other resources are all used effectively.

The headteacher's committed leadership and determination to improve the school are a principal strength of the school. The school is adequately staffed with teachers and there is a good number of support staff. Resources of books and equipment to support learning are satisfactory. Accommodation is unsatisfactory with insufficient classroom space for two classes, although teachers do well to minimise the problems. Lack of space seriously hinders teaching of children under five and one Key Stage 2 class is unsatisfactorily accommodated in a makeshift 'classroom'. There is also no suitable library accommodation. The school applies principles of 'best value' soundly in planning and evaluating financial commitments.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Almost all parents feel positively about every aspect of the school, but parents are particularly pleased that:</p> <ul style="list-style-type: none"> • the school is well led and managed; • the school has high expectations of pupils; • teaching is good; • there is a good range of activities outside lessons. 	<p>Parents have very few concerns but a good many are dissatisfied with:</p> <ul style="list-style-type: none"> • inadequate accommodation. <p>A very small minority of parents feel:</p> <ul style="list-style-type: none"> • homework for older pupils is inadequate; • reports on progress are not clear enough.

Many parents added comments to their questionnaire responses. These were overwhelmingly positive about the school, particularly in relation to the dedication and enthusiasm of the headteacher and the school staff generally. Parents attending the pre-inspection meeting were clear that the school has improved significantly. Inspectors agree with parents' positive views about the school and with the concerns of some about accommodation and reports on progress. Homework arrangements are judged to be generally satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children generally join the Nursery class as they approach age four, transferring later to the Reception class in the September preceding their fifth birthday. Children under five in the Nursery and Reception classes make good progress and, by the time they are five, attain standards in line with those expected nationally in language and literacy, mathematics, knowledge and understanding of the world, and in their physical and creative development. In personal and social development, standards reached are above those expected for this age group. Pupils are ready to make a sound start on the National Curriculum during the Reception year.
2. At the end of Key Stage 1, pupils were shown by the 1999 National Curriculum tests to have overall attainment in reading which was below average by national standards and well below the average for similar schools. Overall attainment in writing was below average by both national standards and in comparison with similar schools. However, in reading, the minority of pupils exceeding the expected Level 2 of attainment by reaching Level 3 was a higher proportion than in the average school, while the proportion doing so in writing was much higher than average. Overall attainment in these aspects of English was held down by an above average proportion of pupils failing to reach the expected standard. In mathematics, results were below average by both national standards and in comparison with similar schools.
3. These results partly reflect teaching in these pupils' earlier years which was less satisfactory than young pupils are now receiving. The results also represent a steady continuing improvement from those in previous years and further improvement is evident in the work of present Year 2 pupils. Inspectors judge these present pupils to be attaining the national standard in all three areas of reading, writing and mathematics. A clear trend of rising standards over the last four years is therefore well established. This is consistent with the improvements in teaching which the school is found to have made since the school's previous inspection in 1997. As a result, pupils are now achieving satisfactorily, and sometimes well, in the great majority of lessons. They are working industriously at appropriately challenging tasks and progressing satisfactorily. A gradual change in the profile of ability of pupils entering the school over recent years has also had some influence on the improved results. Pupils now joining the school have higher attainment than in the past: the level is now broadly average by national standards.
4. In science, pupils complete Key Stage 1 with levels of attainment which are below those expected nationally for their age. Inspectors' judgements here agree with teachers' own formal assessments for pupils completing the key stage in 1999. Pupils show some areas of good knowledge but have a crucial weakness in skills of experimental and investigative work. Whereas English and mathematics have benefited from much development work, including implementation of the National Strategies for Literacy and Numeracy, science has not been paid the same attention.

5. Pupils' standards of work in Key Stage 1 are good in art and music, and satisfactory in design and technology, history, information technology, and physical education. There was insufficient evidence for a judgement to be made about geography standards. (Religious education is the subject of a separate report).
6. Year 4 pupils in Key Stage 2, approaching the time when they leave the school, also achieve standards in English and mathematics which match the levels expected nationally for pupils of their age. In the specific area of reading, attainment is above the level expected. At the time these pupils entered the school, the profile of pupils' ability was less favourable than today. Also, these pupils achieved poor results in the National Curriculum tests when they completed Key Stage 1 in 1997. Their good progress since then reflects the good teaching they now receive which generally shows high expectations and succeeds in promoting positive pupil attitudes and behaviour, and a good level of effort. All this leads to good achievement.
7. In science, Year 4 pupils at Key Stage 2 achieve levels of attainment which match those expected nationally for their age. All pupils in the key stage benefit from specialist teaching by the science co-ordinator, a key factor in their good progress.
8. In other subjects at Key Stage 2, standards are good in music and satisfactory in art, design and technology, geography, history, information technology, and physical education. As at Key Stage 1, pupils' good all-round attainment in music reflects the benefits all classes experience of the expertise of the specialist teacher (and co-ordinator) for music.
9. There are no particularly significant variations in attainment by different groups of pupils. As nationally, girls tend to do better than boys, although this is partly explained by the greater number of boys who exhibit special educational needs. In a small minority of lessons, some of the work offered to more able pupils does not challenge them enough to maximise their progress.
10. Pupils with special educational needs make good progress towards the individual targets set for them, most of which are linked to the development of literacy skills.

Pupils' attitudes, values and personal development

11. Pupils' attitudes are very good and their behaviour is good. They are very well motivated towards their work. Their personal development and their relationships are very good. Parents consider that the school is very successful in achieving good standards of behaviour. Attendance is satisfactory.
12. Pupils are very keen to come to school. They are enthusiastic, enjoy their activities and talk positively about their experiences. At both key stages, they have very good attitudes to learning with most of them making good progress. Teachers have good class management skills and set appropriately high expectations for pupils' work and behaviour. They work hard to provide good support and sustained development of pupils' confidence and self-esteem. The success of this in significantly enhancing pupils' attitudes is shown by how well they are motivated towards their learning and how they tackle their work with vigour and enthusiasm. Their maturity and social skills are developed well during their school life. Most are outgoing and lively, keen to present their ideas and with many older pupils expressing themselves with articulation.
13. The overwhelming majority of pupils retain concentration, pay attention to their

teachers and readily contribute to class discussions. Most of them enthusiastically join in activities, are able to explain what they are doing and engage in considered dialogue. For example, during the inspection, the school held a 'Viking day' and Year 4 pupils not only enthusiastically enjoyed the activities, but when invited asked wide-ranging and thoughtful questions. Since the previous inspection, pupils' self-confidence has improved and the majority of them carry out their activities with an appropriate degree of independence for their age, displaying good self-discipline and working well when unsupervised.

14. Pupils with special educational needs behave well in whole-class lessons and when working in small groups with the special needs teacher. They work enthusiastically and develop good relationships with each other and with adult support in the classroom.
15. The previous inspection report indicated that behaviour was generally satisfactory and that relationships between pupils were generally sound. Since then, both behaviour and relationships have shown good improvement. The school has invested a great deal in developing and improving behaviour and its approach is implemented and reinforced conscientiously by staff creating a very positive learning environment. Class rules and the school's expectations are displayed and understood by pupils who are therefore aware what is expected of them and respond well to good standards. For example, on formal occasions such as assemblies, they arrive, wait patiently and conduct themselves in an orderly and respectful manner. During the inspection, no aggressive, bullying or sexist behaviour was observed. Boys and girls play well together. There have been no permanent or fixed period exclusions.
16. Standards of behaviour in class are good and sometimes very good. Pupils are smart, friendly and welcoming to visitors. They are courteous and considerate of each other. The very few instances of inattention are well handled with firmness and tact by teachers. Pupils move around the school sensibly and carefully and lessons are able to start promptly. This is particularly important in some areas where there is restricted space. For example, at lunch-time, they line up in a patient and orderly manner, requiring minimal supervision. Standards of behaviour in the playground and around the school are good.
17. Pupils are proud of their school and are careful with equipment and resources which, in class, they willingly and politely share. They spontaneously show respect for property and their classroom environments. For example, in the Reception class, a pupil accidentally dislodged some equipment, but without instruction, replaced it with care.
18. The very good relationships are major strengths of the school. Relationships between pupils and adults are very good. The headteacher and staff successfully promote and maintain a stimulating and trusting environment. Pupils therefore feel valued by teachers, trust them and respond accordingly. Pupils relate well to each other. They work together harmoniously and will assist each other in their activities. They talk enthusiastically, collaborate well in group work and learn well from each other. They are trustworthy, thoughtful and considerate. They respect the feelings, values and beliefs of others. In lessons, they listen patiently to the contributions of others and applaud their successes. Pupils respond well to opportunities to exercise responsibility and independence. They willingly undertake a number of helpful duties in all classes and demonstrate good capacities for initiative and personal

responsibility. For example, they organised their own collection arrangements and fund-raising activities recently for the Blue Peter appeal.

19. In the previous inspection report, attendance was below average. It is currently around the national average and is therefore satisfactory. A small minority of pupils attend poorly. Unauthorised absence is below the national average. Registers are completed promptly and generally efficiently though there is some inaccurate recording between authorised and unauthorised absence in some classes. Pupils are punctual in their attendance enabling lessons to start on time.
20. The attitudes, behaviour and personal development of pupils are major strengths which make a very good contribution to the very positive learning environment, pupils' progress and the quality of life in the school. Comments from parents, both in the questionnaires and the meeting prior to the inspection, support this view.

HOW WELL ARE PUPILS TAUGHT?

21. Overall, the quality of teaching in the school is good. As a result, pupils also learn well. Teaching in two-thirds of lessons seen during the inspection was judged to be at least good, while all other lessons were satisfactory. Of all lessons, one in eight showed teaching and learning of very good quality. This represents a significant improvement since the last inspection when teaching was judged satisfactory overall but included 20 per cent of unsatisfactory lessons, all at Key Stage 1. Inspectors support parents' views that teaching is good and has improved in recent years.
22. The quality of teaching of children under age five in the Nursery and Reception classes is good overall. About half of lessons seen during the inspection showed good teaching. Although teachers and support staff do their best to manage the effects of the inadequate accommodation, the effectiveness of the teaching is often limited by the severe constraints lack of space imposes.
23. At Key Stage 1, the quality of teaching is satisfactory. Just over half of the lessons seen during the inspection demonstrated good teaching. However, overall, the teaching is judged only to be satisfactory because examination of the past written work of a good many Year 2 pupils shows that the teacher's expectations of written work generally, and the quality produced by pupils, are too low. Apart from this, teaching at this key stage is at least satisfactory in all its aspects.
24. At Key Stage 2, teaching is of good quality. Of every five lessons, four show at least good quality, and a quarter of all lessons are judged to be very good. Teaching in this key stage shows all-round strength but, with very good management of pupils, a particular highlight. As a result, pupils, by the time they leave the school, show a very mature and responsible attitude to their work and behave consistently well in lessons.
25. The quality of teaching by the special needs teacher is good. The lessons are effectively linked to the pupils' individual education plans which, in turn, are well matched to each pupil's needs. Good resources are used to help support the pupils'

learning and, as a result, the pupils make good gains towards achieving their targets. Pupils work at a steady pace and show good levels of concentration when working in small groups.

26. The quality of teaching is fairly consistent across subjects of the curriculum. However, between key stages and classes, there are some mainly small inconsistencies within the teaching, for example in the level of challenge within the work, in methods used in numeracy lessons, or in the marking of pupils' work. There are more good lessons at Key Stage 2 than at Key Stage 1 because the quality of planning, the effectiveness of methods used and the expectations of pupils are more consistently at a good level. This picture reflects the fact that, while a good deal of beneficial monitoring of teaching has taken place in the last two years, the processes employed are not yet sufficiently systematic or rigorous to identify all inconsistencies.
27. In both key stages, teachers have sound knowledge of their subjects which helps them to plan appropriate work which is generally well matched to pupils' differing levels of previous attainment. This is successful in ensuring that almost always pupils progress satisfactorily in gaining knowledge and understanding, and in developing their skills. There are occasional examples, though, when more able pupils progress slowly because they are not fully challenged by their tasks, as in some Key Stage 1 mathematics or science teaching. Planning across the curriculum has the shortcoming that too few opportunities are provided for pupils to consolidate and extend their competence in information and communication technology, for example by using it to record, store, present or analyse data, or to research information, in science, geography or history.
28. Secure knowledge of the material they are teaching also helps teachers to explain clearly and make the work interesting with the result that pupils pay attention well, are often keen to undertake their work and are able to gain in understanding. A particular strength in many lessons is the teacher's good skills of posing questions which encourage pupils to think for themselves and thereby develop both understanding and speaking skills, as well as self-esteem. Careful questioning was seen in a number of mathematics and science lessons, for example, where questions were devised to provide different levels of challenge to match pupils' different abilities.
29. In addition to good questioning techniques, teachers also generally employ a good range of appropriate methods from those where teachers make a direct and intensive input to those where pupils are given good opportunities to learn independently. Teaching of science in Key Stage 2, for example, encourages pupils to devise and carry out their own investigations, sometimes outside the classroom. Pupils respond keenly and responsibly to these opportunities, managing themselves in co-operative groups, concentrating on their tasks and behaving very well, a tribute to the teacher's skilful management of the pupils and very good relationships with them.
30. In almost all lessons, pupils attend very well to teachers in whole-class teaching, listening carefully and responding keenly to questions and discussions. Sometimes, thoughtful suggestions and substantial spoken contributions reflect well on pupils' interest and initiative. This good response reflects the good rapport most teachers establish with pupils, which is based on a good balance between firmness and warmth, together with use of praise and reward. Teachers listen patiently and

respectfully to pupils, which encourages them to express themselves fully. Management of pupils, particularly at Key Stage 1, is sometimes less effective when pupils are required to get on with their own written work, particularly when, during 'literacy hour' and 'numeracy hour' lessons, teachers' attention is focused on one group for part of the time. At these times, whilst most pupils make a good effort at their work, a few show a lapse in concentration after a while or occasionally chatter unnecessarily. This happens when teachers have not established their expectations firmly enough or reinforced them sufficiently with appropriate rewards or sanctions.

31. Teachers generally keep a sound check on the progress pupils make in lessons and they use this information to plan appropriate groupings of pupils and tasks tailored to different ability levels and to the special educational needs of some pupils. A good practice is made in a few lessons of sharing with pupils the objectives for pupils' learning during the lessons. However, pupils generally are not given enough feedback on how well they are progressing. Marking of written work, for example, is variable in quality and generally gives pupils too little guidance on how to improve in future.
32. Inspectors support parents' generally positive views about homework which is mainly regular, useful and supported by a well-used homework diary. A few parents would like more substantial provision for older pupils.

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

33. In the space of three years, the school has addressed earnestly the recommendations of the previous inspection report and improved planning to guide teaching and learning in all of the subjects. This has been done by putting in place clear long-term plans for the school as a whole and by using a good format to structure individual teachers' medium-term planning effectively. Additionally, an enormous amount of time and effort has been devoted to arranging and implementing the National Literacy and Numeracy Strategies. The outcomes are good. Basic skills and knowledge of subjects are planned and taught in a developmental and systematic manner. Additionally and importantly, lessons have clear learning objectives. This improved curricular organisation is having a positive impact upon the quality of pupils' learning and the standards they attain. All that remains to be done, to ensure that this detailed long- and medium-term planning is preserved for use in following years, is to arrange it into schemes of work, in like manner to the scheme for art.
34. The school provides a good, broad and balanced curriculum. Requirements to teach all the subjects of the National Curriculum, religious and sex education, as well as the curriculum for children under five, are met fully. Appropriate time is allocated to both key stages and to specific subjects. However, planning of work across the curriculum makes insufficient provision for pupils to use information and communication technology outside of the lessons dedicated to the subject. Teachers make sure that all pupils have equal access to the full range of the curriculum and effectively encourage boys and girls to work together.

35. The school makes good provision for pupils with special educational needs and meets the requirements of the Code of Practice. This is an improvement since the previous report, due mainly to the greater emphasis brought about by the appointment of a full-time co-ordinator. Early and efficient identification of pupils' needs is carried out. Great care is taken to ensure that pupils are supported effectively, both in withdrawal groups and within classroom lessons. Their needs are met well through planned activities, which are appropriate to their abilities, and through individual education plans which contain a comprehensive range of targets to promote pupils' progress.
36. The curriculum is enhanced significantly by the very good use of visits, visitors, celebrations and extra-curricular provision. Staff and several parents give their time generously to supporting a wide range of extra-curricular clubs, which include chess, recorders, sewing, German, hockey, tag rugby and gym. Such a range of activities provides a meaningful setting for much of the pupils' learning and is an important factor in the school's success in promoting the all-round development of its pupils.
37. Additionally, the school has raised the quality of provision for personal development in the spiritual, moral, social and cultural spheres. This was previously unsatisfactory in some elements but is now very good overall, reflecting an environment that is caring and purposeful.
38. Provision for pupils' spiritual development is good. Pupils successfully explore values and beliefs through assembly themes. These are carefully planned to cover a good range of topics and include an appropriate time for worship and reflection, which is used effectively. During classroom discussions, pupils are encouraged to reflect upon their own experiences and those of others, based on such matters as forgiveness. Through the skilled and child-centred approach of the local vicar and visits to the church, pupils are greatly advantaged in the areas of spiritual and moral education. The teachings of Jesus are explained to them in a clear and guiding manner. Across the curriculum, pupils experience instances when a sense of awe and wonder is evoked through exploration and discovery of knowledge and understanding. A good example of this occurred when Reception children discovered a scale of notes, which resounded from glass bottles with different levels of water, when hit by a drumstick.
39. Moral development is very good. It is enhanced by the close partnership between school and parents. A significant contribution is also made by the way all staff and helpers in the school provide a consistently good example of positive attitudes and considerate behaviour for pupils to emulate. Teachers have high expectations of pupils' behaviour: they are expected to behave well and they do so. Pupils are aware of and understand the principles that distinguish right from wrong. They know the school code of behaviour and endeavour to follow it to good effect. Teachers implement the behaviour policy consistently and monitor behaviour effectively.
40. Provision for the development of pupils' social skills is very good. A strong sense of community, both within and beyond the school, promotes a positive and caring atmosphere. Pupils are encouraged to work independently and relate well to each other and to adults. Extra-curricular activities make a very good contribution to pupils' social development by encouraging them to work and play together. Pupils take responsibility very well when required to do so. For example, older pupils effectively look after the younger ones during lunch-times, and carry out school

duties such as arranging hall furniture and setting up classrooms for painting activities. They have mature attitudes towards editing their own written work. Pupils have effective links with the local community through participation in the County Show and area Recorder Festival. Awareness of the needs of the wider community is fostered through pupils' involvement in such activities as fund-raising, when they consider children less fortunate than themselves.

41. The provision for cultural development is good. Pupils gain an awareness of their own cultural traditions, through the support of an effective programme of visits linked to curricular studies. Creative arts are particularly successful in promoting cultural awareness. For example, pupils appreciate the influence of William Morris upon the church décor and produce good work after his style. As well as local cultural development, good community links are forged as pupils take part in Christian festivals such as Christmas, traditions such as the joyously celebrated Christian wedding, music festivals and the ancient Club Day Procession. They are made aware of the richness and diversity of other cultures through the study of major world religions such as Islam and Judaism. Year 4 take part in a French Week, when pupils study some of the customs of France.
42. The school's links with the community are very good. Students on work experience from local high schools and the college are welcomed and supported by the school. Pupils take part in a good variety of community events as mentioned above. Profitable links are forged with the Middle School, to ensure that pupils transfer smoothly and that their learning continues to be built upon. To this end, the two schools are working together to formulate schemes of work for science, geography and history.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school provides a very caring working environment which is well supervised. The headteacher and staff have very good knowledge of pupils and give them very good, caring personal support and guidance. This is acknowledged and much valued by parents. The previous inspection report stated that support and guidance was satisfactory with some unsatisfactory elements such as an over concern with maintaining order, some overly dominant lunch-time supervision and a lack of clear sanctions. There have been good improvements in all these areas, eliminating the weaknesses.
44. The provision for pupils with special educational needs is good. They are supported well and integrated in all areas of the school. External agencies are used well and regularly to the benefit of the pupils. The school provides good support and guidance which assist pupils' progress and their confidence.
45. The school has a good child protection policy of its own with good guidance and procedures. There is a designated staff co-ordinator who is well experienced and has received the appropriate training. All staff have been thoroughly briefed in the policy and are fully aware of the relevant procedures to be followed. Current arrangements for child protection are very good.

46. The school has adopted a good health and safety policy and internal responsibilities are well defined and understood. There is good, frequent monitoring of health and safety requirements and the school receives professional advice from the local authority. There are effective risk assessment arrangements. There are good arrangements for the care and support of pupils who are taken ill at school, first aid and appropriately maintained accident records. The arrangements for the supervision of pupils at break-times and lunch periods are well organised and carried out with care. The school provides a safe and healthy environment.
47. The school has a comprehensive, positive approach to managing behaviour and promoting good discipline founded on extensive understanding of pupils. The policy, which is well understood and conscientiously applied by all staff, operates within an overall school atmosphere which is a carefully maintained and successful balance between consistently firm procedures and a sensitively caring approach. Staff use every opportunity to promote and reinforce acceptable standards of behaviour. There are very good procedures for monitoring and promoting discipline, good behaviour and for eliminating oppressive behaviour. The good role models of the staff and the infectious positive direction provided by the headteacher successfully motivate pupils to act responsibly as their good behaviour in and around the school shows. There is a good policy for dealing with bullying and the very good arrangements mean that incidents that arise are resolved quickly before becoming serious. No oppressive behaviour or bullying was observed during the inspection.
48. There is good monitoring of pupils' personal development based on very good knowledge of pupils and the personal commitment of the headteacher. Monitoring is carried out on an informal basis throughout the year and this is augmented by very good systems of annual class reports on the personal and social development of each pupil. Supported by the firm foundation of well-managed behaviour and the enthusiasm for learning encouraged, staff weave the promotion of self-confidence and self-esteem into pupils' learning. Both academic and personal development benefit and both reinforce each other. They are therefore well prepared with increased maturity and personal development for their next stage of education.
49. Attendance is satisfactorily monitored and there is effective liaison with the education welfare service.
50. The school's arrangements for the welfare of pupils are significant strengths and provide a very good, caring and protective environment which also promote achievement.
51. The school has improved its procedures for assessing pupils' attainment and progress to a satisfactory level, since the last inspection. This has been achieved by several means. Firstly, and most significantly, teachers are able to gauge more precisely what pupils have learned as lessons now have clear learning objectives. Lessons are evaluated weekly and findings used to inform future plans. Secondly, a comprehensive record keeping system has been implemented which successfully tracks pupils' attainment and progress in all subjects, through a combination of checklists and teachers' comments. When necessary, this system also tracks pupils' behaviour. Additionally, it includes specific and detailed procedures to cater for pupils with special educational needs.

52. Finally, a member of staff has been appointed to take responsibility for assessment and is beginning to influence practice positively. For example, a good start has been made in using information gained from analyses of national tests and those carried out when children start school, to identify strengths and weaknesses in performance. Implementing remedies to rectify those weaknesses identified is not yet successful enough. As well as that, the co-ordinator has begun to monitor assessment practice but without a sufficiently clear purpose. These comparatively new procedures, though not yet fully effective, demonstrate the school's serious commitment to raising standards by pinpointing need through assessment findings.
53. One aspect of assessment procedures is not sufficiently well established. Teachers across the school do not come together often enough to reach an agreement about the levels being assigned to pupils' work, particularly in English, mathematics and science. Insufficient use of this practice limits teachers' awareness of the intricacies of national standards and their effectiveness in accurately assigning levels to pupils' work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The school's links with parents are very good. Parents provide very good general and financial support to the school. The great majority hold very positive views of what it provides and achieves. The school values its partnership with parents greatly and has put much work into enhancing and maintaining a successful relationship with them. The quality of information provided to parents is generally satisfactory. There is good involvement of parents in the school and parents' contribution to their children's learning is good.
55. The school communicates frequently with parents and, overall, the quality of information is satisfactory. The governing body's annual report to parents is satisfactory. The current prospectus is well produced and informative. The school has recently produced an attractively designed, improved prospectus which will be issued in the near future. There are regular general newsletters. These are produced jointly with the Parent Teacher Association (PTA) which, as well as providing a useful single source of information for parents, also exemplifies the good relationships between parents and the school. The headteacher and class teachers supplement these with other additional information. Parents also receive good curriculum and topic information each term for each class.
56. The annual reports to parents are generally satisfactory. They provide comprehensive information on the areas of work that pupils have covered. Targets for improvement and areas for future development are sometimes provided. They do not always provide sufficient information on what pupils know, understand and can do and are insufficiently related to National Curriculum levels. However, parents' information about their children is frequently broadened by their discussions with staff throughout the year. The reports are part of each pupil's 'record of achievement'. It is therefore a single document that continues throughout all year groups and this sometimes makes it difficult to easily identify the relevant parts that relate to a particular year. It also means that parents are not provided with their own copy. Similar concerns relating to difficulties in understanding annual reports were expressed in the previous inspection report and, in that respect, there has been no improvement.
57. There are three opportunities for formal consultation during the year including one

following the issuing of pupils' annual reports in the summer term. These are very well supported by parents. The school has also arranged successful and informative meetings for parents on literacy and numeracy. Recently, parents have been consulted on the home-school agreement.

58. Parents of pupils with special educational needs are kept informed of annual reviews and about the stage on the special needs register at which their child should be placed. They are invited to attend and participate in meetings with school staff and outside agencies.
59. Parents' perceptions of the school are very good and they hold high opinions of the headteacher and staff. Parents are appreciative of the warm, caring and supportive environment that the school provides for their children. They feel that the school staff are approachable and welcoming. This is a key element in the good relationships and links that have been forged between parents and the school. This is based on more than merely responding to parental concerns and has resulted from a deliberate emphasis on the headteacher and staff proactively approaching and communicating with parents. There is good direct parental involvement in school with a number of parents actively helping in lessons on activities such as helping with reading. Parents give good support to school activities and there is a very active parent-teacher association which provides valuable financial support to the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The headteacher and other senior staff lead and manage the school well. In particular, the headteacher gives very strong personal leadership to positive staff teamwork in pursuit of the school's aims and values, and in a shared determination to improve the school. She sets a very positive example, showing a high level of drive and energy in striving to ensure the school serves pupils well in every aspect of its work. Parents, governors, staff and pupils show a high level of confidence in the headteacher's leadership. Parents comment on the 'tremendous atmosphere' and 'infectious enthusiasm of the staff' and see the headteacher as the 'heart' of the school, striking a 'perfect balance' in setting high expectations while at the same time providing 'a caring, loving figurehead for her children'. Success in winning parental confidence is shown by the extraordinary rise in pupil numbers. The numbers have trebled in the last five years since the appointment of the present headteacher.
61. The school has a very sure sense of its caring Christian values combined with a determination to challenge pupils to work and behave as well as they can. These principles are thoughtfully and sensitively translated into everyday reality. Policies and practices for supporting pupils' welfare and development are well considered and are implemented with a good deal of consistency, leading to success.
62. The good leadership of a united and committed school staff is evident in the good level of improvement in the school since its last inspection. Strengths reported at that time have been consolidated and all weaknesses tackled successfully. Virtually all areas of school life show signs of improvement. Standards of pupils' attainment have risen significantly. This is largely due to a marked improvement in the quality of

teaching. This was judged overall to be satisfactory before, but it is now judged to be good and the proportion of unsatisfactory lessons (20 per cent at the last inspection) has been reduced to nil. The curriculum, too, is improved, especially in the planning and presentation of the provision for pupils' spiritual, moral, social and cultural development.

63. Improved teaching is particularly evident in Key Stage 1 where teachers, very new to both the school and to teaching, teach all three classes. Senior staff have given good support to these new teachers and a good programme of induction for new teachers is proving successful in integrating these new teachers and helping them to make an impact on raising standards. Other teachers have also benefited from a good deal of relevant training to help them develop their skills, although there is not at present a properly formal process for appraising their performance or their needs.
64. At the last inspection the school was said to lack a 'culture of monitoring and evaluating'. This has changed considerably and school staff are now willing to examine their own and each other's practices in a constructive and collaborative way in a search for ways to improve. Senior staff have undertaken a good deal of monitoring of the teaching, partly in their roles as mentors to new teachers, and also to check the implementation of the National Literacy Strategy. This has been beneficial and has led to some improvements, for example in the teaching of writing. However, monitoring processes are not yet sufficiently systematic or rigorous to be able to identify all the areas where teaching may be improved. There remain, therefore, some inconsistencies, for example in the level of teachers' expectations, practices in marking pupils' work and implementation of elements of the National Numeracy Strategy. Similarly, information arising from assessment of pupils' attainment and progress is not yet being used in a sufficiently systematic way to identify specific weaknesses in learning that need to be remedied by improved teaching. Some lack of system is also evident in the delegation of monitoring responsibilities to key stage and subject co-ordinators. It is not clear precisely what questions monitoring is to ask or how any answers are to be processed.
65. This lack of clarity is reflected in some lack of detail and precision in the planning of the school's development. Development planning has been appropriate in addressing the top priority of raising standards and has rightly and effectively focused on successful implementation of the National Literacy and Numeracy Strategies. Appropriate action has been taken to meet targets for improvement and past planning has clearly supported the raising of standards. However, present planning is not specific enough on how further improvement is to be achieved. This is because the monitoring of teachers' planning and teaching, or analysis of pupils' achievements, is not now sufficiently incisive to show exactly how further improvement can be achieved.
66. The governors of the school are very supportive and, in general terms, they are well informed. The headteacher keeps governors fully informed of school matters. They have been aware of the need to raise standards and win parental confidence. They have fully supported the headteacher's endeavours in this drive, taking a close interest in the recruiting of new staff to advance school improvement. Governors are effective in helping to see that the school meets its statutory obligations, provides equal opportunities, uses financial resources appropriately and remains true to its aims and values. The chair of governors is actively involved in the life of the school, is a frequent visitor and is personally supportive of staff and pupils. Although they are concerned and aware, governors, like the school's senior management, do not

have a sufficiently systematic approach to helping the school measure its own performance with a view to identifying strengths and weaknesses as a basis for long-term strategic planning.

67. The school is keen to assess its own ability to provide best value for money in a situation where the school's income per pupil is below the national average for pupils of a similar age. The governing body and headteacher are determined to ensure that the good reputation the school has earned in the last few years is maintained. They have worked together to ensure that finances have been spent effectively on the numeracy and literacy initiatives, and other priority areas in the school development plan. Examples include the spending on classroom assistants in the early years and infant stages, and the development of the new suite for information and communication technology. The amounts of time and money to be spent on each area for development are, however, not clearly identified and this reduces the quality of information needed to make effective decisions. The school population has now stabilised following its rapid rise, enabling the governors to use a budget more suited to the number of pupils on roll. At present, the budget is tight and there are very few spare funds in case of emergencies. Financial control is sound and all minor points identified in the recent auditor's report have been addressed. The governing body keeps a close check on spending but does not monitor outcomes of expenditure systematically to ensure future spending decisions are well informed. Overall, this is a similar picture to that found in the last inspection.
68. The school has made effective use of the special educational needs budget and all aspects of the Code of Practice are met. The special needs governor has a sound overview of the management of the pupils with special needs and the progress they are making. However, there are no systems in place to ensure careful evaluation of the effectiveness of the monies spent on special educational needs.
69. The school is adequately staffed. There is a good provision of qualified and trained support staff who make a good contribution to the school's work. Very good teamwork amongst school staff means that the school exploits the expertise of individuals effectively. This is also true of the thoughtful and effective arrangements whereby some staff with specialist expertise teach several classes in the subject they also co-ordinate. All information technology and music at both key stages is taught by the specialist teachers, while at Key Stage 2 all teaching of science and religious education is in the hands of specialist teachers. Staff time is well spent ensuring that the provision of extra-curricular activities is very good with many popular activities taking place during lunch-time and after school.
70. The overall quality and quantity of learning resources to support the progress made by all pupils in the school is satisfactory overall with strengths in literacy, numeracy, information and communication technology, art and under-fives, and weaknesses in physical education. Improvement since the previous inspection has been satisfactory. Weaknesses have been addressed for practical science equipment, design and technology, mathematics, the library and resources to enhance the school's cultural provision. There are now good resources to support the teaching of literacy and numeracy. The school has also spent a good deal of money improving resources for the teaching of information and communication technology. This spending has enabled the school to develop a well-resourced suite for information and communication technology which has helped to raise standards in the subject, particularly by the end of Key Stage 1. There are also good resources in art which has a positive impact on standards and, for the under-fives, enabling children to

make good progress in the acquisition of new knowledge, skills and understanding across the curriculum. Resources for physical education are presently unsatisfactory but the school has already earmarked funds for future development in this area. Good use is made of learning resources such as group reading books during the literacy hour.

71. Efficient use is made of the available accommodation but the amount of accommodation is inadequate. The main school building appears sound, with good internal decoration, and is well maintained by the premises staff. Most of the classrooms are large enough to provide good accommodation for the number of pupils. There are also extensive grounds and good sized, well-maintained playgrounds. However, the classroom jointly occupied by the Nursery and some of the Reception children is too small for the number of pupils. Whilst the staff persevere well within the cramped space, it is wholly inadequate for the two separate groups of pupils and is an impediment to teaching and learning.
72. In addition, one of the Key Stage 2 classes occupies an open-plan area behind screens in the former dining hall. This area also comprises the school's computer suite and the library. In order to provide this class even with its limited space, the screens are so placed that only a very narrow 'corridor' surrounds it. This is particularly noticeable when pupils are lining up for lunch. As a result, the space is inadequate for the class, the library and lunch arrangements. Overall, the school's accommodation is inadequate for its needs and is therefore unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order further to raise standards and improve the quality of education, the school should:
 - adopt more systematic and rigorous procedures for keeping a precise and detailed check on the school's performance, by:
 - ensuring that monitoring of teaching always has clear purposes and focuses on specific aspects;
 - training and supporting those undertaking monitoring in effective use of the process;
 - collating monitors' observations systematically to reveal areas for improvement in teaching;
 - ensuring that inconsistencies and areas of relative weakness in teaching are tackled by specific action and followed up with further monitoring to check for improvement;
 - using close analysis of data from assessment of pupil progress to show where action is needed to improve the teaching of aspects of subjects, or the work of particular teachers;
 - involving governors in an overview of the evidence from monitoring, assessment and evaluation procedures to help them evaluate the cost-effectiveness of their financial decisions in raising standards.
- (Paragraphs 26-31, 52-3, 64-68)
- in planning of the long-term strategic development of the school, use the outcomes of monitoring, assessment and evaluation procedures

systematically:

- to decide priorities precisely;
- define specific actions necessary; and
- set exact targets

and involve governors and staff fully in this process.

(Paragraphs 52, 65)

- raise standards in science at Key Stage 1 by:
 - ensuring work on experimental and investigative science fully challenges all pupils and fully meets the expectations of the National Curriculum in this area;
 - providing guidance and training for staff as required.

(Paragraphs 92-7)

- provide for planning and teaching of work across the curriculum to fully exploit opportunities for pupils to consolidate or extend their competence in using information and communication technology.

(Paragraph 112)

- endeavour to remedy the inadequacies in the school's accommodation.

(Paragraphs 71-2)

Other weaknesses which should be considered by the school:

- Inadequate annual written reports on pupil progress. (Paragraph 56)
- A lack of staff collaboration in agreeing how to assess pupils' levels of attainment. (Paragraphs 53, 88)
- Inadequate schemes of work in some subjects to consolidate the long- and medium-term planning. (Paragraph 33)
- Inconsistencies in recording of attendance. (Paragraph 19)
- Poor attendance by a small minority of pupils. (Paragraph 19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	53	35	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	23	206
Number of full-time pupils eligible for free school meals	0	36

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	42

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	18	21	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	14
	Girls	18	19	19
	Total	29	29	33
Percentage of pupils at NC level 2 or above	School	74 (70)	74 (66)	85 (72)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	15	13
	Girls	18	20	19
	Total	28	35	32
Percentage of pupils at NC level 2 or above	School	72	90	82
	National	82	86	87

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	164
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	22.9
Average class size	23.4

Education support staff: YR – Y4

Total number of education support staff	5
Total aggregate hours worked per week	110

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23.0

Total number of education support staff	1.5
Total aggregate hours worked per week	48

Number of pupils per FTE adult	9.2
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	323,706
Total expenditure	307,916
Expenditure per pupil	1,357
Balance brought forward from previous year	-11,650
Balance carried forward to next year	4,140

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

250

Number of questionnaires returned

61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	20	2	0	2
My child is making good progress in school.	69	26	2	0	3
Behaviour in the school is good.	69	25	2	0	5
My child gets the right amount of work to do at home.	55	33	10	0	2
The teaching is good.	74	25	0	0	2
I am kept well informed about how my child is getting on.	56	33	8	2	2
I would feel comfortable about approaching the school with questions or a problem.	72	25	3	0	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	56	41	2	2	0
The school is well led and managed.	72	26	0	0	2
The school is helping my child become mature and responsible.	77	18	5	0	0
The school provides an interesting range of activities outside lessons.	70	30	0	0	0

Other issues raised by parents

Many parents added comments to their questionnaire responses. These were overwhelmingly positive about the school, particularly in relation to the dedication and enthusiasm of the headteacher and the school staff generally.

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

74. Children enter the Nursery when they are three years and four months old, and begin the First School, on a full-time basis, in the September of the year in which they are five. They are admitted into one of the two Reception classes, which provide for this age group. At the time of the inspection, 63 children were under five. Profitable links between the school and the Nursery form part of the school's good induction arrangements, which provide a pleasant introduction to school life for both children and their parents. The results of early assessment show that children enter school with levels of attainment in line with those expected nationally for this age group.
75. The quality of teaching is good. Work is planned thoroughly to provide a good, broad and balanced curriculum within which all of the required areas of learning are addressed. As a result, children make good progress and, by the time they are five, attain standards above those expected for this age group in personal and social development. They attain standards in line with those expected nationally in language and literacy, mathematics, knowledge and understanding of the world and physical and creative development. Children move smoothly on to the National Curriculum as soon as they are ready, having mastered the Desired Learning Outcomes of the under-fives curriculum.
76. Children's personal and social development is given high priority and a wide range of teaching strategies enable children to feel secure as part of the school community. They take part profitably in religious and cultural events such as the Eucharist Service and Christmas Festival. Respect and concern are shown to children, building effectively their self-respect and esteem. As a result, they demonstrate good attitudes to their work, are confident and keen to learn. They show independence by clearing up after activities and working on tasks effectively without the intervention of adults. Anti-social behaviour is effectively discouraged through positive attitudes, the implementation of a few simple rules and the encouragement offered by staff for all forms of good behaviour. Consequently, behaviour is good.
77. Children benefit greatly from well-taught literacy lessons. They are given good opportunities to speak and listen. Knowing that teachers value their contributions encourages children to speak clearly and confidently. A wide range of activities to foster reading and writing skills is prepared thoroughly by the teachers. As a result of this and the high focus given to the teaching of phonics, children make a good start with early reading skills and enjoy sharing books and being read to. They particularly enjoy talking about the pictures and characters in favourite books such as 'Dustbin Fred' and 'Goldilocks and the Three Bears'. Several children read simple texts and almost all recognise some initial sounds. They all recognise their names. Children draw pictures, recognisable letters, a few phonetically plausible words and one or two sentences to represent their stories. In like manner to the rest of the school pupils with special educational needs and lower attainment are given valuable help towards specific learning goals. In the Nursery/Reception class, an inordinate

amount of effort is employed by the class teacher and nursery nurse (NN) towards overcoming the unacceptable difficulties posed by the lack of accommodation. In spite of their enormous effort, there are times when quieter teaching points are lost in the background noise.

78. In mathematics, children practise successfully skills such as counting, quantifying and ordering numbers to 5 and 10, through well-structured and resourced activities. To promote the use of correct mathematical vocabulary and understanding of addition and subtraction, children sing a wide variety of rhymes and jingles such as 'Five Little Ducks' and 'Five Brown Teddies'. Problem solving skills are developed soundly through mental mathematics. Good use is made of the NN who supports children profitably. Time is used well in lessons and children benefit from the appropriate balance between teaching time and time to practise and consolidate their skills, through suitably challenging tasks. The exception to this occurs at the end of lessons when too little time and insufficient focus is given to consolidating and reinforcing the learning objectives. This is also the case in language and literacy lessons.
79. Children develop a respectful awareness of the world around them. Motivating opportunities are provided for them to be aware of nature. They observe seasonal changes during walks in the school grounds and local environment and go further afield to visit a farm where children have 'hands-on' experiences. They visit the local supermarket, where they gain valuable knowledge of a range of jobs. Materials are explored effectively and skills of cutting, gluing, joining and drawing are used satisfactorily for a variety of purposes such as making effective push-and-pull puppets. Satisfactory opportunities are provided for children to develop computer skills to support and extend understanding of mathematics and reading. As well as that, children enjoy listening to taped stories while they follow the story in the book.
80. In physical development, children grasp awareness of space satisfactorily in routines and games, which involve a variety of movements such as running, walking and jumping. Good use is made of a variety of small apparatus both in and out of doors; apparatus such as a selection of different sized and textured balls, quoits, beanbags and hoops. The use of wheeled vehicles encourages the development of physical as well as personal and social skills such as sharing, taking turns and interacting. Children are given many opportunities to strengthen their fingers so that they use scissors and a variety of construction toys well. However, too little attention is paid to the way children hold pencils and paintbrushes, allowing incorrect habits to form. Staff are diligent about keeping children safe in movement lessons and when handling tools.
81. Creative development is nurtured profitably through stimulating activities involving art, music and imaginative play. Children show good observational skills in their effective bold paintings of teddy bears and self-portraits. A good range of collage materials is made available and children use it practically and imaginatively. They sing and perform action songs well and enjoy using percussion instruments. Good opportunities, such as the Christmas Play, are offered for children to perform to an audience.

ENGLISH

82. The 1999 National Curriculum test results at the end of Key Stage 1 show that the number of pupils attaining the expected Level 2 in reading and writing was well below the national average. This was due to the presence of a high percentage of lower attaining pupils within the group. The proportion of pupils reaching Level 3 in reading was above the national average and in writing well above. When compared with similar schools, pupils' performance was well below average in both reading and writing. Reassuringly, however, in tracking pupils' attainment since 1997, the data shows that the gap between the school's results and the national average is steadily closing. Each year shows a definite improvement in reading and writing. Stability of staffing has been established and inspection findings reveal a climate of positive development and greater attainment.
83. The present pupils of Key Stage 1 make satisfactory progress and, by the end of the key stage, attain standards in speaking, listening, reading and writing consistent with the national average. The present pupils of Key Stage 2 make good progress in these areas of learning, having improved their performance greatly since the end of Key Stage 1, when their attainment standards were well below the national average. At the end of Year 4, they attain standards consistent with the expectations for this age group in speaking, listening and writing and above expectations in reading. These inspection findings show that the steady progress in pupils' performance towards the national average, identified in national data, has been maintained and targets realised.
84. The quality of teaching is good overall, and sometimes very good, showing a marked improvement since the last inspection. This good teaching contributes significantly to pupils' satisfactory and sometimes good progress and to the good attitudes they have to their work. Pupils with special educational needs and lower attaining pupils make good progress towards specific reading and writing goals. This is the resultant effect of three good school initiatives towards raising standards. These are teaching initiatives which provide additional expert support from the special educational needs co-ordinator, personnel of the Reading Enrichment and Development programme (READ) and by the school's classroom assistants in implementing the Additional Literacy Strategy. Across the curriculum, teaching of lessons not specifically devoted to English gives satisfactory support to pupils' consolidation of literacy skills. This is especially the case with speaking and listening skills which are generally well promoted by teachers' skilful management of class discussions.
85. Pupils listen attentively to their teachers' explanations and instructions and respond to questions confidently. This is due to the self-esteem that teachers build within pupils, through valuing responses to questions and contributions to discussions. As a result, secure and trusting relationships are established. This is a particular strength in Year 4 where pupils and their teacher enjoy very good relationships and interact maturely and beneficially.
86. Lessons are planned thoroughly and structured well in adherence to the National Literacy Strategy framework and skills are built upon systematically. Significant attention is given, by all teachers, to nurturing reading skills, with particular emphasis on phonics. As a result, pupils of both key stages progress well in making sense of unfamiliar words. Additionally, they read with appropriate levels of accuracy and particularly good expression. Their well-developed expression can be

attributed to the good examples teachers set as they read aloud to pupils and share big books together as a class. Key Stage 1 teachers give dictionary skills a somewhat low profile, which results in pupils' word search abilities being underdeveloped. Furthermore, dictionaries provided for this young age group are unhelpful, in not having an alphabetical guide. At Key Stage 2, pupils have good dictionary skills. Additionally, they talk confidently and with good understanding about the texts they read and comment on simpler aspects of the writer's craft. Pupils of both key stages are given good opportunities to read a wide selection of both fiction and non-fiction titles. They are enthusiastic readers and choose to read at home. The help parents provide by hearing their children read contributes well to raising reading standards.

87. Teachers give appropriate attention to developing pupils' writing skills within well-structured and resourced lessons. The concerted efforts and methods employed by teachers to raising standards of accuracy in spelling and punctuation have been effective in bringing greater clarity to pupils' writing at both key stages: spelling and punctuation are good. As well as that, pupils use an appropriate range of vocabulary. Teaching is less successful in promoting the use of joining words to form complex sentences and bring increased shape and meaning to pupils' writing. Likewise, the middle part of pupils' creative stories is not sufficiently well developed to produce a complication and resolution. These two points highlight an assessment deficiency in teaching: there is insufficient review of the outcomes of pupils' writing in comparison with the national criteria to ensure that weaknesses are identified and remedies provided promptly. Methods used and the scheme followed to teach handwriting are not effective. As a result, pupils' handwriting is not developed well, particularly at Key Stage 1. Letter forms are not distinguished suitably, words are not clearly spaced and the appearance is untidy. Pencils provided are often blunt and insufficient attention is paid to the way pupils hold them. Pupils of Key Stage 1 and many of Key Stage 2 do not use joined script which is a criterion of Level 3 writing.
88. Monitoring, by the co-ordinator, of teaching, planning and pupils' work has begun profitably. Findings gained from observing teaching have prompted the implementation of greater emphasis on skills' teaching, in both guided reading and writing sessions. Procedures for focused scrutiny of pupils' work have yet to be established. Although teachers assign the National Curriculum levels represented in pupils' work and a selection is kept by the co-ordinator, the whole staff does not meet to discuss what the work shows with regard to strengths and weaknesses or agree to the levels being assigned. This is a missed opportunity for valuable professional development, as the practice highlights targets for individual and school improvement while at the same time raises teachers' awareness of the intricacies of national standards and improves their effectiveness in accurately assigning levels to pupils' work. Pupils practise skills learned in literacy lessons, by addressing a range of writing titles, during additional time which the school wisely sets aside for this purpose. This contributes well to raising standards.

MATHEMATICS

89. Standards in mathematics are in line with the national average at the end of Key Stage 1 and at the end of Year 4 when the pupils leave school. National Curriculum assessments at the end of Key Stage 1 identify good improvement year-on-year since the last inspection, particularly in the number of pupils attaining above the nationally expected level. These improvements are the result of much better

planning enabling teachers to meet the needs of the most able pupils, as well as ensuring other pupils, including those with special educational needs, achieve satisfactorily in their knowledge of number, measurement, shape and data handling at Key Stages 1 and 2. Lesson planning has been strengthened further by the successful introduction of the National Numeracy Strategy. The emphasis in teaching on basic numeracy skills and on developing the pupils' mental agility has enabled further improvements in pupils' attainment to be made this year. These skills also enable pupils to apply their knowledge and understanding to solve problems accurately and quickly. By the age of seven, for example, the most able are confident in handling numbers over a thousand, add and subtract numbers to 100 competently and multiply and divide by 5 and 10 accurately. When opportunities arise in subjects other than mathematics, teachers use them satisfactorily to give pupils practice in consolidating their basic mathematical skills.

90. The quality of teaching and learning is satisfactory overall, but stronger at Key Stage 2. During the inspection, there was some good teaching at Key Stage 1 and some very good teaching at Key Stage 2. The teaching and learning is very good when pupils are challenged effectively in the introductory, group and end sections of the lesson, and when expectations of presentation are high. There is, however, little use of information and communications technology in mathematics. Pupils respond very well to high demands and are keen to succeed and improve their mathematical skills further. In some lessons, however, teachers are not sufficiently skilful in the introductory part of the lesson to ensure that the most able pupils are given number problems that challenge them. In these instances, pupils become less active and lose interest in what the teacher is doing. On one occasion, the teacher did not leave sufficient time at the end of the lesson to reinforce and extend the pupils' learning. Throughout the school, teachers manage pupils well and employ good levels of discipline. In return, the pupils demonstrate positive attitudes to learning, although in some classes presentation of work is unsatisfactory. They show good levels of perseverance when tackling challenging problems and are capable of working effectively without the support of the teacher. The pace of work is good, particularly towards the end of Key Stage 2 where the gains pupils make are good. At the end of Key Stage 1, pupils are well aware of the targets the teacher has set for them enabling them to work at improving their weaknesses. However, this good aspect of teaching is not applied consistently in all classes. Teachers, particularly at Key Stage 1, make effective use of the classroom assistants during lessons. Often, they are deployed gainfully to support the learning of the special educational needs pupils who, as a result, concentrate and persevere well.
91. The subject is effectively led by a well-qualified co-ordinator. She has been instrumental in the implementation of the National Numeracy Strategy and is keen to improve standards further. Thorough analysis of the strengths and weaknesses of pupils' attainment is carried out and acted upon, and time is set aside in the school development plan for the co-ordinator to monitor and evaluate the quality of teaching.

SCIENCE

92. Pupils aged seven approaching the end of Key Stage 1 show attainment in science which is below the standard expected within the National Curriculum. Unsatisfactory progress means that a good number of pupils do not fully achieve the level of attainment expected and hardly any exceed it. Inspectors' judgements here are in line with teachers' own formal assessments of pupils who completed Key Stage 1 in

1999. However, in Key Stage 2, pupils make good progress in science so that, by the end of Year 4, they have caught up with the levels of attainment expected for their age. The overall picture is similar to that given at the school's previous inspection.

93. By the end of Key Stage 1, pupils have developed some sound knowledge, for example about the human body and the effects upon it of healthy and unhealthy foods and the importance of exercise. They have also acquired some secure knowledge of physical forces. At an early age, they learn to recognise and distinguish 'push' and 'pull' and later on they learn how magnets attract and repel certain metals. The main weakness in pupils' progress in this key stage is in the skills they use in carrying out practical investigations and tests. Most pupils learn to understand soundly how scientific tests must be made 'fair' and, by Year 2, can apply this to class discussions about the design of a test. Some show considerable thought in making predictions about experiments. However, there is too little progress in making accurate measurements or in recording them, for example using graphs or exploiting information technology to store and present data. Pupils rarely, for example, measure lengths, weights, temperatures or times accurately; generally, they observe informally and record only in words. Poor measurement and recording has the consequence that pupils are unable to see patterns of results that could help them explain what has happened in their experiments or tests. Written work of Year 2 pupils also shows a poor standard of accuracy and care in presentation.
94. Better progress is made at Key Stage 2 in Years 3 and 4. Here, the older pupils show that they have acquired a good level of factual knowledge, for example of parts of the body or the components of a simple electrical circuit and the symbols that represent them. Understanding also reaches a satisfactory level with pupils able to explain, for example, the function of the heart in the body or why a faulty electrical circuit will not work. In this key stage, pupils undertaking investigations do make accurate measurements and record them, although as at the earlier key stage, there is little use of graphical presentation or incorporation of information technology. A strength of older pupils' attainment, however, is a good understanding of principles of fair testing. They are beginning to think like scientists. During the inspection, Year 4 pupils, designing and carrying out their own experiments on the ways sounds carry, showed a good ability to detect for themselves the presence of variables affecting their experiments. Similarly, a good number of pupils apply their knowledge well to predictions about tests and to interpreting the results they achieve.
95. Only four science lessons could be observed during the inspection, two at each key stage. One of these, at Key Stage 2, showed very good teaching, two were good and the other satisfactory. However, the evidence from examination of pupils' past work in Key Stage 1 paints an unsatisfactory picture of teaching of older pupils here. Expectations of these pupils' practical and written work are not high enough, with unsatisfactory attainment the result. With this exception, the teaching is soundly planned to cover appropriate work and promote all pupils' progress, including those with special educational needs, as they move through the school. Teachers generally have a secure knowledge of the subject which helps them to provide clear explanations and present the work in a lively, interesting way which succeeds in capturing pupils' interest and attention.

96. A particular strength of all the lessons seen was the quality of teachers' questioning of pupils. Teachers pose challenging and probing questions which encourage pupils to think deeply. Such questions also offer more able pupils a good invitation to extend themselves. Pupils respond well to these challenges, making a good effort and often expressing their ideas at length. Pupils show initiative in these responses. This is only one way in which the teaching, especially at Key Stage 2, succeeds in developing pupils personally as well as academically. Years 3 and 4 pupils show a mature sense of independence and responsibility in the way they go about their work. During the inspection, Year 4 pupils were trusted to go outside the classroom to conduct experiments. They showed that, without adult supervision, they are able to behave very sensibly and continue to discuss and carry out their tasks thoughtfully. These qualities reflect teachers' generally good management of pupils and the establishment of good attitudes and relationships which strongly support pupils' generally good achievement in lessons. Only in part of one Year 2 lesson did management of pupils falter when planning of a practical task underestimated the difficulties pupils would find in carrying it out and some pupils' interest and concentration declined as a result.
97. Teaching and co-ordination of the planning at Key Stage 2 benefits from the fact that the co-ordinator teaches all the lessons within this key stage. The co-ordinator has also analysed pupil attainment in Key Stage 1 and rightly identified the weakness in investigative work. Plans to tackle this have been delayed by the school's appropriate focus on raising standards in English and mathematics as a priority.

ART

98. In Key Stage 1, pupils of all abilities, including those with special educational needs, make good progress and attain a quality of work that is above that expected for the age group. In Key Stage 2, pupils make satisfactory progress and attain the levels expected for their age. These inspection findings indicate that the school has improved standards at Key Stage 1 and maintained them at Key Stage 2, since the previous inspection. The reason for the marked improvement at Key Stage 1 is the positive influence which the recently appointed art co-ordinator has had upon the practice of Key Stage 1 teachers, alongside whom she teaches. Limited opportunities to monitor, evaluate and promote good practice throughout the school have prevented greater improvement at Key Stage 2.
99. Judging from some teaching observation, but mainly from teachers' planning and pupils' work, the quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2 and contributes strongly to pupils' good attitudes towards their work and to the progress that they make. All teachers plan their work thoroughly and ensure that skills are built upon systematically by using the good structure provided by the recently updated art scheme of work. Most importantly, teachers identify clear learning objectives for lessons, which they share with pupils so that they know what is expected of them. As a result, pupils engage in well-organised and purposeful activities and, by the end of Key Stage 1, are particularly proficient in using line, shape, colour and texture to make good observational drawings and paintings of flowers and landscapes. They continue to develop these skills steadily throughout Key Stage 2 and, by the end of Year 4, use a range of techniques to make comparative pencil drawings of Picasso's 'Cat Seizing Bird' and Gericault's 'The White Cat', depicting opposing oppressive and gentle images satisfactorily. Other famous artists' work is studied such as that of Mondrian, Kandinsky, Monet and Morris. Pupils work after the style of such artists effectively. Their appreciation of

such works of art, and of the outcomes of their own efforts contribute well to spiritual and cultural development.

100. Procedures to use the co-ordinator's high level of expertise to influence practice and raise standards, not only at Key Stage 1, but also throughout the school are underdeveloped. Systematic monitoring, evaluating and sharing of expertise are at present limited to checking teachers' planning, reviewing displays of pupils' work and informally discussing practice. Nonetheless, a significantly important start has been made towards raising standards by formulating and implementing a well-structured scheme of work which guides planning and ensures that pupils' skills are built upon systematically.

DESIGN AND TECHNOLOGY

101. Pupils of all abilities, including those with special educational needs, make satisfactory progress and, by the end of Key Stage 1, and Year 4, attain standards in line with those expected nationally, for these age groups. These inspection findings show that standards have been maintained since the last inspection, and at a time when the school has concentrated its efforts in raising standards in the core subjects of English and mathematics. The school still does not have a scheme of work to guide planning, but instead uses national guidelines to help ensure that skills are taught and built upon systematically.
102. Judging from some observation of teaching, but mainly from teachers' planning and pupils' work, the quality of teaching is satisfactory overall with some good elements, particularly in the methods used to develop designing, making and evaluating skills. Teachers impart the significance each aspect plays in achieving products of good quality to suit their purpose. They reinforce the necessary elements well during lessons with the whole class. As a result, pupils of both key stages follow the routine confidently as they successfully design and make such items as finger and hand puppets from felt, circuit boards and pop-up books. They look earnestly at the products they make with a view to improving them as seen by Year 2 pupils as they worked out ways of bettering their construction kit vehicles. Because they are secure in what is expected of them, pupils apply themselves well to the tasks set for them and work confidently and with an appropriate level of independence. Classroom assistants are used skilfully to provide appropriate support to maximise learning.
103. The co-ordinator has held the position of managing design and technology for only two months. In that time, she has identified priorities for raising standards, the most important being to formulate a scheme of work which will apportion the National Curriculum to year groups and help to ensure that learning is built upon systematically. Methodical monitoring of teaching, planning and pupils' work so that weaknesses may be identified and remedied is underdeveloped. At present, the co-ordinator checks teachers' plans and reviews pupils' work, but within a whole-school structure that lacks focus and purpose.

GEOGRAPHY

104. Teaching of geography is concentrated into particular periods during the year and no lessons in this subject were scheduled for the week of the inspection. Evidence from pupils' past written work is also limited. No overall judgements are made about the

quality of teaching or about standards in the subject at Key Stage 1. On the limited evidence available, the school has maintained the standard of provision and attainment since the last inspection.

105. At Key Stage 1, most of the work takes the form of class discussions and practical work. Little written work by pupils is therefore accumulated but that which was presented to inspectors, together with teachers' detailed long-term planning of the work, suggests that pupils undertake an appropriate programme. For example, they undertake work designed to help them understand the nature and purpose of maps and plans and practice making their own, sometimes tracing routes or journeys upon them. They also consider the key geographical features of the close environment familiar to them and distinguish variations, for example in different kinds of housing.
106. At Key Stage 2, there is more written work and this shows pupils attaining satisfactory standards in aspects of the subject. They acquire a sound level of knowledge about an Indian village and develop understanding of the relationship between climate, crops, land use and lifestyles, and they contrast these effectively with the geographical features of their own local area. The work shows recognition of different types of human settlements and the reasons for their location. Maps and atlases are used appropriately in locating and researching both familiar and distant places. Pupils learn to use grid references and compass points successfully to locate places and trace routes on maps. They also compile and interpret soundly graphs which record the weather.
107. Teachers' long-term planning shows a sound and progressive coverage of the subject. There is no formal assessment of pupil progress or systematic monitoring of the teaching and learning. The co-ordinator for the subject is aware of the need to develop management of the provision but is a newcomer to the school and to the responsibility, and also has responsibility for mathematics which at present is rightly taking priority in the use of her time.

HISTORY

108. Standards in history at Key Stages 1 and 2 are in line with that expected nationally for pupils of a similar age. All pupils, including those with special educational needs, achieve satisfactorily. This is a similar outcome to the last inspection. In Year 1, pupils making satisfactory gains in their understanding of how to classify objects into old and new. By Year 2, pupils give good reasons for identifying the age of objects through reasoning such as the use of plastics in new toys, because it is quick and easy and was not invented until more recent times. In Year 4, pupils are gaining a sound understanding of chronology by identifying periods such as the Romans and Vikings, and the differences between them.
109. The quality of teaching and learning is satisfactory throughout the school. Teachers organise resources well to enhance learning such as the collection of a good range of old and new toys for pupils to study, and the showing of videos that clearly identify what it was like to live in the time of the Vikings. This helps to stimulate a good level of interest and enthusiasm amongst the pupils who respond keenly to the activities and discussions that take place. A particularly good feature of the teaching was the organisation of a Viking Day. The visiting drama group brought the era alive through excellent performances that produced materials and information that were well matched to the interests of the Years 3 and 4 pupils. The quality of learning

during the day was at a high level. Pupils made good gains in their understanding of the period by looking closely at key events such as the 'Catherine Wheel'. Pupils were also able to experience how the Vikings made and dyed clothes out of natural products. They settle quickly to the tasks they are given and work independently in small groups. The weakest aspect of the teaching is the links between lesson planning and the National Curriculum. As a result, in some parts of the lessons, the more able pupils are not sufficiently challenged. In one lesson, the teacher did not explore with the more able the reasons why one old toy was not as old as another old toy and, in another lesson, the teacher did not focus sufficiently on the reasons behind the Vikings' success.

110. History has not been a priority in school development in recent years because of the introduction of the literacy and numeracy strategies. Consequently, the co-ordinator has not led the subject so that improvements could take place. The co-ordinator does not monitor teaching and has not produced a scheme of work to help teachers to link lessons to the National Curriculum guidelines.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

111. Standards in information and communication technology are in line with the national expectation both at the end of Key Stage 1 and by the end of Year 4 when pupils leave the school. Pupils of all abilities, including those with special educational needs, achieve satisfactorily. Year 1 pupils sequence and program a series of instructions on the computer to move objects successfully around the screen. In Year 3, pupils have a good understanding of the usefulness of data programs to access information, but their keyboard skills are often unsatisfactory which reduces the pace they are able to work at during the lesson. By Year 4, the keyboard skills of pupils have improved and pupils make effective use of computers to interrogate data by selecting the correct 'field'.
112. The school has made good improvement since the last inspection when standards at the end of Key Stage 1 were unsatisfactory, as were the resources for teaching. The main reasons for the improvement have been the major investment in a suite of computers, and the decision to use the specialist skills of one of the teachers to teach the subject to pupils in both key stages. However, there is little use of computers outside these lessons, and therefore developments in the use of ICT to support learning across the curriculum is unsatisfactory.
113. The quality of teaching is satisfactory overall. The specialist teacher has a very good knowledge and understanding of the subject and uses this to good effect in preparing good resources and plans for the delivery of lessons in the ICT suite. In these lessons, pupils demonstrate good attitudes to learning. They work effectively in pairs and operate the computers sensibly making good use of their time. The teacher explains the tasks well enabling the pupils to start work immediately. Good support to pairs of pupils is given during the lesson and the teachers' assessment of how well pupils are doing is used effectively to ensure that the pace of the lesson is such that pupils are not over challenged and work productively. Pupils are keen to use the computers during lunch-times, for example to explore programs about the Vikings to support their history topic but, by and large, there is little use of the facilities during lessons other than those identified for the specific teaching of skills by the co-ordinator.
114. The co-ordinator has worked hard to implement a Programme of Study for all pupils

using the ICT suite. This is proving successful in raising the attainment of pupils in basic skills. However, no time is allocated to the co-ordinator for monitoring the use of ICT in other curricular areas. The school does, however, have plans in hand to use specific government funds for developments in the use of ICT across the curriculum by all teachers.

MUSIC

115. At both key stages, pupils achieve levels of attainment which are above those expected for their ages. This represents an improvement since the last inspection when standards were simply in line with the expectations.
116. Although it was possible to observe only two lessons during the inspection, additional evidence of attainment was collected from pupils' singing and recorder playing in assemblies, and from videotaped recordings of recent musical performances at both key stages.
117. In a Key Stage 1 lesson during the inspection, Years 1 and 2 pupils showed a sound knowledge of instrument names and an appreciation of the different qualities of sound various instruments produce. They used this in making thoughtful selections of percussion instruments for a sequence of sounds they composed to accompany a poem. In performance, they played their instruments with care and accuracy. Instrumental and vocal contributions to a whole-class performance were well timed and controlled.
118. Year 3 pupils in a Key Stage 2 lesson listened well to recorded music played to them and showed good understanding of the structure of the piece and an awareness of variations in the tempo and pitch of the music. They were also responsive to the rhythm and able to describe its particular effect, using words like 'bouncy'. Groups of pupils then applied their understanding of musical structure successfully to a simple composition of their own which they finally played on glockenspiels with good accuracy for their age and with a good response to their pupil 'conductors'.
119. Assemblies and recordings of performances show singing in the school to be of a good standard at both key stages. It is accurate and expressive, with a pleasant tone and good diction. A good number of pupils take up the option of learning to play the recorder. There are beginners' and advanced groups which practise at lunch-time or after school. The advanced group shows a very good level of skill for the age group, playing with good fingering, breathing and tonguing technique and reading accurately from conventional scores to give exactly the right value to the notes played.
120. The good attainments in music reflect a good level of pupil achievement which is the product of positive pupil attitudes and behaviour, and good teaching which sets high expectations and is very well planned. A significant factor is that the specialist music teacher and co-ordinator undertakes all of the teaching at both key stages. This teacher's very good knowledge of the subject leads to very good planning of the whole-school's programme of work. This ensures a comprehensive and well-integrated approach. The different elements of the subject – listening, appraising, composing and performing – are effectively taught alongside each other to give mutual support. In the lessons seen, confident and enthusiastic teaching promoted a similar attitude amongst pupils. Effective management of pupils meant that

lessons proceeded at a lively pace with pupils concentrating and behaving well. Opportunities for more able pupils to extend their skills are given and are valuably enhanced by activities outside lessons, especially the recorder groups. In addition, there are performances for parents at both key stages and an occasional choir which performs for the staff of a neighbouring employer at Christmas.

PHYSICAL EDUCATION

121. Pupils attain satisfactory levels in their physical education at both key stages. This is an improvement since the last inspection when attainment at Key Stage 1 was unsatisfactory. Work seen during the inspection included examples of games, gymnastics and dance. No swimming was seen but assessment records point to good progress in this skill with about one-third of pupils swimming 25 metres by the age of nine – two years earlier than the national benchmark for achievement.
122. In Key Stage 1, pupils, in one of their first lessons in dance, showed sound progress in beginning to co-ordinate their movements to the rhythm and tempo of music played to them. Year 2 pupils using boxes, benches and mats to create and practise sequences of gymnastic movement showed satisfactory qualities of co-ordination, control and balance in their movements. The most able are beginning to develop a sense of poise and fluidity in their performances. All show confidence in mounting and dismounting from the large apparatus.
123. In Key Stage 2, Year 3 pupils also showed sound gymnastic skill in stretching, curling and balancing movements and shapes. Year 4 pupils in a games lesson on hockey skills demonstrated sound skills of ball control and of controlled passing of the ball. They held the sticks correctly and co-ordinated their movements well, for example when shielding the ball from an opponent.
124. The overall quality of teaching in the subject is satisfactory but with examples of good practice. Teachers plan appropriate activities which are well managed so that pupils are kept active and moved on from one activity to another with suitable timing. The games lessons seen, in particular, showed high expectations of pupils and was conducted at a very lively pace throughout. Pupils are well managed by teachers in all lessons and respond with consistently positive attitudes to activities and sensible, safe and co-operative behaviour. They make a good effort and participate both energetically and with a determination to extend their skills.
125. The co-ordinator leads planning of the work in the subject soundly. However, monitoring of teaching and learning in the subject is not presently a school priority and is informal. Good leadership is evident in the good provision of popular extra-curricular activities in sport which allow many pupils to further develop their skills and occasionally to participate in inter-school competition. Parents give good support to management of these activities. Parental support for their children's participation in extra-curricular activity has also generated substantial funds, which are shortly to be spent on a significant improvement in equipment resources for the subject.