

INSPECTION REPORT

St Augustine's Catholic Primary School

Frimley, Camberley

LEA area: Surrey

Unique reference number: 131071

Headteacher: Mrs Carmel Smith

Reporting inspector: Tim Boyce

OIN: 20932

Dates of inspection: October 15th – 18th 2001

Inspection number: 196066

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Tomlinscote Way Frimley Surrey
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Dennis Cooper
Date of previous inspection:	30 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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20932	Tim Boyce	Registered inspector	Geography	What sort of school it is. The school's results and achievements. How well pupils are taught. How well the school is led and managed.
1305	Brian Rance	Lay inspector		How well the school cares for its pupils. How well the school works in partnership with parents.
30864	Corinne Boyce	Team inspector	Mathematics History	
7465	Richard Brent	Team inspector	English Physical Education	
22254	Hazel Callaghan	Team inspector	The Foundation Stage Curriculum Information and Communication Technology (ICT)	
20654	Paul Knight	Team inspector	Science Design and technology	How good the curricular and other opportunities offered to pupils are.
18498	Denise Morris	Team inspector	Special Educational Needs. Equal Opportunities Art and Design Music	Pupils' attitudes, values and personal development.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Augustine's Roman Catholic Voluntary Aided Primary School is a much larger than average school, providing full time education for 415 pupils aged from 4 to 11 years. The school in Frimley, Surrey, serves a very large area covering six parishes in three different counties. Two per cent of pupils come from ethnic minority backgrounds, which is much fewer than average. Two of these have English as an additional language. Seven pupils in the school are eligible for free school meals, which is much lower than average. One fifth of the pupils are included on the school's register of special educational need, which is broadly average. The great majority of these have minor learning difficulties. Four pupils have statements of special educational need. The social and economic circumstances of the majority of parents are above average. Assessments administered shortly after entry, and inspection evidence, show that whilst there is variation from year to year, attainment on entry to the reception class is generally above the national average.

HOW GOOD THE SCHOOL IS

This is a good school, with many very good features, where the majority of pupils attain well above average standards in most subjects, and develop very positive attitudes to learning. They behave very well and get on very well together, achieving very good levels of personal development. Teaching and learning are good overall and sometimes very good. Leadership and management are good overall and the head teacher provides the school with excellent pastoral management. When all these factors are taken together and set against higher than average costs, the school provides good value for money.

What the school does well

- Pupils attain well above average standards in most subjects.
- Pupils are effectively enabled to achieve very positive attitudes to learning, to behave very well and to form very positive relationships with staff and their peers. Attendance is well above average.
- The quality of teaching and learning is good overall with particular strengths in the provision for the youngest children and for pupils in the upper junior years.
- The head teacher and key staff give the school clear educational direction. The management of pastoral issues is a particular strength and all staff and pupils are well looked after.
- The provision for pupils with special educational needs is good.
- Parents make a very significant contribution to the work of the school and the standards their children attain.
- The accommodation is very good. Resources are generally good, particularly in the information and communication technology (ICT) suite.

What could be improved

- Formal assessment arrangements, which are good for English and mathematics, are not sufficiently developed in other subjects so that work is not always well matched to the needs of all pupils, particularly higher attaining pupils.
- The monitoring of the quality of teaching and learning so that greater consistency is achieved from class to class.
- The achievement of higher attaining pupils, including the gifted and talented, which has been identified as an area for improvement by the school and where work has already begun.
- The members of the governing body, many of who are new to their roles, are not yet sufficiently involved in the strategic development of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the last inspection, in June 1997. The school's mission statement is now applied with much greater consistency by teachers in classes and no evidence of weaknesses in behaviour management were found. The school has now established good links with the local community, has worked very hard establishing its integrity as one school and has been very effective in developing the quality of its partnership with the parents. Most levels of communication are now good. The library and classrooms are now well stocked with many good quality books and better opportunities

are now provided for independent learning and study skills. Procedures for monitoring standards of teaching and learning are better than those reported in the previous inspection. However, the school is aware that further improvements will need to be made in the sharing of best practice in teaching.

There have been several other significant improvements that have resulted in the raising of academic and personal standards, particularly at Key Stage 2, where levels of attainment have risen in English, science, art and design, geography and history. However, standards in design and technology, whilst satisfactory overall, are not as good as those reported in the previous inspection. Almost all of the teaching seen was at least satisfactory and a much higher proportion of very good teaching was seen. Other improvements include the development of a superbly equipped ICT suite, and developments in the provision for spiritual, moral, social and cultural development, which are now good. The school is now making much better use of assessment data to track the performance of groups of pupils. However, with the exception of English and mathematics, where formal assessment procedures are good, the tracking of individual performance is insufficiently developed and does not always enable teachers to plan work that is sufficiently well matched to the needs of all the pupils, particularly higher attaining ones.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	A*	A
Mathematics	A	B	B	C
Science	A	A	A	B

Key	
the highest 5%	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
the lowest 5%	E*

The National Curriculum assessments for 11-year-olds, administered in 2001 indicated that, when compared with the national average, standards were amongst the highest five per cent found nationally in English, well above average in science, and above average in mathematics. When compared with similar schools (those with up to eight per cent of pupils' eligible for free school meals), results were well above average in English, above average in science and average in mathematics. Trends over time for English and science show that improvement is generally keeping pace with that achieved nationally, but indicate that performance in mathematics has not kept pace with national improvement. The school sets and achieves appropriately high targets for its attainment in English, mathematics and science. Inspection evidence indicates that standards are well above average in English, with pupils achieving above average standards in writing and often excellent standards in reading, listening and speaking. Standards in mathematics and science are well above average. The majority of pupils attain broadly average standards in design and technology (DT) and physical education (PE). Standards in art and design, ICT and music are above average, whilst standards in geography and history are well above average.

The National Curriculum assessments for seven-year-olds, administered in 2001, indicated that standards were among the highest five per cent found nationally for reading, well above average for mathematics and above the national average for writing. Teacher assessments for science also indicated well above average standards. When compared to similar schools standards were well above average for reading, above average for writing and average for mathematics. Inspection evidence shows that standards are good overall in English, with writing being above average and reading, listening and speaking being well above average. Standards are good overall in mathematics, with particular strengths in numeracy. Standards are well above average overall in science. Standards are above national expectations in art and design, geography, history, ICT and music, and in line with national expectations for DT and PE.

Children learn very effectively in the Foundation Stage and they all achieve the expected standard in all areas of learning by the time they finish their reception year. Many pupils exceed these expectations, particularly in the areas of learning dealing with personal, social and emotional development,

communication, language and literacy, knowledge and understanding of the world and mathematical development.

Levels of achievement are good overall, and most pupils are working to their potential. However, higher attaining pupils, including those identified as gifted and talented, are not always being sufficiently challenged in some lessons. Pupils with special educational needs make good progress and the majority achieve the national expectation.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Pupils are very enthusiastic about school and are very willing to learn. Attitudes gradually improve as pupils move through the school and are very good, and often excellent by the end of Year 6.
Behaviour, in and out of classrooms	Very good. Behaviour in class is generally very good and has a very positive impact on the quality of learning.
Personal development and relationships	Very good. Pupils form very positive relationships with staff and their peers. They have great respect for the feelings, values and beliefs of others and fully appreciate the impact of their actions.
Attendance	Very good. Attendance and punctuality are well above average and this has a very positive impact on pupils' learning.

TEACHING AND LEARNING

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

The quality of teaching and learning is generally good and is a strength of the school. Almost all of the 91 lessons seen during the inspection were at least satisfactory and much good and very good teaching was seen, particularly in the reception classes and in the upper years of Key Stage 2. English and mathematics are taught very well and very good attention is given to the teaching of the basic skills of literacy and numeracy.

Teaching meets the needs of most pupils effectively, but higher attaining pupils, including those identified as being gifted and talented, are not always sufficiently challenged by the work set in some lessons and are not always achieving their full potential. The school is aware of this issue and is already concentrating on raising the performance of these pupils to still higher levels. Pupils with special educational needs are well supported so that they make good progress. Pupils with English as an additional language make good progress and achieve similar standards to their peers.

The overall quality of teaching is good, and often very good, but there is some variation in the quality of learning from lesson to lesson. The main strengths of the very good teaching seen were very high expectations, the very positive relationships that teachers form with pupils and good subject knowledge which enable staff to confidently and accurately answer the many challenging and often complex questions posed by some of the brighter, more articulate pupils. Other positive features of the better teaching seen include a brisk pace, with clear deadlines being set for the completion of work, the use of a wide variety of teaching strategies to keep pupils on task and the setting of interesting tasks that sustain pupils' concentration well. As a result, pupils come to school willingly and enthusiastically, concentrate very hard in their lessons and make good, and sometimes very good, progress. Negative features of lessons where teaching and learning were judged to be satisfactory overall were a lack of pace, planning that did not pay

sufficient regard to the needs of particular pupils, and the setting of tasks that failed to fire their imagination.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and meets statutory requirements well. The curriculum for the youngest children is of good quality and meets their needs well. There is a limited range of extra-curricular activities available for pupils.
Provision for pupils with special educational needs	The provision is good and pupils make good progress. Almost all of them achieve the national expectation in most subjects.
Provision for pupils with English as an additional language	Good. The small numbers of pupils concerned are well supported and make similar progress to their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for spiritual, moral and social development is good and helps to promote the very high personal standards found by the time pupils reach the top of the school. The provision for cultural development is satisfactory overall.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are very good and pupils are very well looked after. Assessment procedures are good for English and mathematics, but formal procedures for assessing and recording progress and attainment in other subjects are not sufficiently effective.

The school has a very effective partnership with parents, who are encouraged to work with the school to the benefit of their children. The quality of information provided by the school is good overall. However, there are weaknesses in some of the written reports to parents, which do not provide sufficient information about the standards achieved and often do not set targets for improvement. Parents have very positive views of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The head teacher, with the able support of her two assistant head teachers and other key staff, provides the school with a clear educational direction. Her management of pastoral issues is excellent, and is a major strength.
How well the governors fulfil their responsibilities	Governors generally fulfil their statutory requirements appropriately, but are not yet sufficiently involved in the strategic management of the school.
The school's evaluation of its performance	The head teacher and senior staff have a realistic understanding of most of the school's strengths and weaknesses and have identified appropriate priorities for further development. The monitoring of teaching and learning is improving, but is not yet fully effective in sharing best practice throughout the school.
The strategic use of resources	The school makes good use of the financial resources at its disposal and the money available is used effectively to support educational priorities. Specific grants are used effectively for their designated purposes. Principles of best value are applied to satisfactory effect.

There is a good number of suitably qualified teaching and support staff. Resources are generally of good quality and are sufficient to meet the needs of the curriculum. The resources available in the ICT suite are excellent and make a significant impact on the progress now being made. The accommodation is very good. All these factors make a positive impact on the quality of pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That their children like going to school.• That their children are making good progress at school.• That behaviour in the school is good.• That the teaching is good.• That they are well informed about how their children are getting on.• That they feel comfortable about coming into school with questions or a problem.• That the school expects their children to work hard and do their best.• That the school works closely with parents.• That the school is well led and managed.• That the school helps their children to become mature and responsible.	<ul style="list-style-type: none">• The range of activities provided outside lessons.

The inspection team agrees with almost all the very important aspects identified by parents as strengths of the school. However, whilst parents are generally well informed about how their children are getting on, written reports to parents do not always contain sufficient detail about how well pupils have achieved in many subjects and often do not identify areas for improvement with sufficient clarity.

The inspection team agrees that the range of activities provided outside of lesson time is limited and that more pupils should be offered wider opportunities. However, many staff members are relatively new to the school and all staff have been working very hard training to use the new computers, developing the curriculum and making sure that lessons are planned and organised carefully, to good effect.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Baseline assessments and inspection evidence indicate that children enter the reception classes with a broad range of attainment, and that the majority attain standards that are higher than are usually found nationally, particularly in their early language and number skills, and in their knowledge and understanding of the world. This is a similar situation to that found in the previous inspection report.
2. Children settle quickly into class routines and make good progress in developing their personal and social skills, so that by the time they move into Year 1 they have positive attitudes to their tasks and they work and play with the other children well. Good, and often very good, teaching ensures that the majority of children achieve well, irrespective of their gender, cultural background or social circumstance. All children, including those with special needs, make good progress and, by the end of the foundation stage, almost all children attain the Early Learning Goals, with a large majority attaining the levels expected in the early stages of Key Stage 1.
3. Children make particularly good progress in developing their communication, language and literacy skills, their mathematical skills, their knowledge and understanding of the world and their physical skills. As a result, these skills are often well above those found nationally by the end of their time in reception. Standards in children's creative development are mostly in line with those expected, but in some aspects of this area of learning standards exceed expectations.
4. In 2001, the results of the National Curriculum tests for seven-year-olds indicated that, when compared with all schools, standards in reading were very high, and were listed in the top five per cent in the country. The trend had been consistently good and has been keeping pace with national improvement for the last five years. A higher than average number of pupils achieved the average Level 2, and the higher Level 3. When compared with similar schools, (those with less than eight per cent of pupils entitled to free school meals), the standards attained were well above average. Inspection evidence confirms this very positive picture, and shows that the reading of pupils in the current Year 3 group is very good and well above average. This is a better standard than that found in the previous inspection when standards in reading were judged to be above average.
5. Results for writing in 2001 indicated that, when compared with all schools, standards were above average. The trend had shown a significant improvement in 1998, but declined again in 1999. The scores gained in 2001 were similar to those achieved in 1999 and 2000. Compared with similar schools, standards are average. Inspection evidence shows that pupils in the current Year 2 group are attaining above average standards. This is a similar situation to that found in the previous inspection.
6. Teacher assessments in speaking and listening, in 2000, indicated that standards at the end of Key Stage 1 were well above average. Inspection evidence shows that standards in speaking and listening for the current Year 2 group are well above average. This is a better standard to that found in the previous inspection, when standards were judged to be above average.
7. Results in mathematics were well above average in 2001, as they were in 2000. The trend in performance, over recent years, shows that significant improvements were made in 2000 and that this improvement has been maintained. The profile of attainment shows that a higher than average number of pupils gained the higher levels. Standards observed during the inspection were above average overall, but there were some minor weaknesses in using and applying mathematics. Compared with similar schools, standards are well above average.
8. Teachers' assessments for science in 2000 indicated that, by the age of seven, the number of pupils attaining the expected Level 2 was generally very high, but that a slightly lower number achieved

the required standard in experimental and investigative activities. The proportion of pupils attaining the higher Level 3 was well above average. Inspection evidence generally agrees with this very positive picture, with well above average standards being found in all areas except experimental and investigative activities, where standards are above average. These results are better than those reported in the previous inspection, which judged standards to be above average.

9. The levels of achievement observed in lessons during the inspection at Key Stage 1 were satisfactory overall, with pupils' steadily building on the good start made in the reception class, but there were significant variations from class to class due to inconsistencies in the quality of teaching and learning.
10. Inspection evidence shows that, by the age of seven, standards in DT and PE are in line with national expectations, whilst standards in art and design, geography, history, ICT and music are above average. The standards found are broadly similar to those found in the previous inspection.
11. Results in English for eleven-year-olds in 2001 indicated that standards were very high when compared to schools nationally and that the school was listed in the top five per cent of schools. This shows a good improvement on 2000, when results were well above average. The profile of attainment shows that an above average number of pupils achieve either the average Level 4 or the higher Level 5. When compared to similar schools, using the criteria of the number of pupils eligible for free school meals, standards were well above average. Inspection evidence shows that standards in listening, speaking and reading are well above average, whilst standards in writing are above average. This is a similar situation to that found in the previous inspection, when standards were judged to "meet the national expectation, with a significant proportion attaining well above average standards".
12. Results in mathematics in 2001 indicated that standards were well above average when compared to all schools nationally. Results are better than those gained in 2000, when results were above average overall. Whilst the number of pupils gaining the expected Level 4 has risen by nearly 20 per cent since 2000, the number gaining the higher Level 5 has dropped by four per cent. The overall trend shows that there was a gradual decline in performance in 1999 and 2000 and that, whilst standards have been better than average for the past five years, the school is not keeping pace with national improvements. When compared to similar schools, standards were above average. Inspection evidence shows that, by the age of eleven, standards are above average overall, but standards in numeracy are well above average. There are, however, some minor weaknesses in the use and application of mathematics. These results are similar to those reported in the previous inspection, which judged standards to "meet the national average with a significant proportion well above average".
13. Results in science for 2001 indicated that standards were above average when compared to all schools nationally. This shows a decline on 2000 when results were well above average. This reduction is mainly due to a drop in the number of pupils gaining the higher Level 5, which went down by nearly 20 per cent. This is probably due to a greater emphasis being placed on experimental and investigative aspects of the subject in the tests that were set that year. The overall trend, over time, has been for consistently high attainment over the past four years. When compared to similar schools, standards are average. Inspection evidence shows that overall standards are well above average, but that there are some minor weaknesses in the provision for experimental and investigative aspects of the subject. This is a similar situation to that reported in the previous inspection, when standards were found to "meet the national average, with a significant proportion attaining well above average standards".
14. Inspection evidence shows that standards in DT and PE are in line with national expectations, whilst standards in art and design and ICT are above expectations. Standards in music are at least above expectations and often very good, whilst standards in geography and history are well above average. Standards in art and design are better than those found in the previous inspection, whilst standards in geography are much better than those previously found. Standards in ICT and PE

- have broadly been maintained, but standards in DT are not as good as those reported in the previous inspection, when they were judged to be well above average.
15. The development of key skills is good overall and there are many good opportunities provided for pupils to develop their key skills across the curriculum. Literacy skills are very well developed and pupils throughout the school are given many very good opportunities to discuss, read and write about a wide variety of themes. In addition to the positive impact this makes on the listening, speaking reading and writing skills of pupils, this has a very positive influence on their self-esteem and personal development. Numeracy skills are good and are applied well in a range of different subjects and situations. Pupils are quickly developing a high level of skill in ICT and standards in word processing, which has been a focus area this year, are above the national expectation. The provision, in this respect, is much better than is usually found. Pupils develop good skills of research and inquiry in science.
 16. Although it often varies from class to class, achievement at Key Stage 2 is good overall because of the good and often very good teaching. All pupils make at least good progress irrespective of their gender, ethnicity or social circumstance, but in some lessons, the achievement of higher attaining pupils and gifted and talented pupils is often not as good as it could be. This is because assessment is not sufficiently well developed and work is not always well matched to the individual needs of these pupils. The school is aware of these issues and is already concentrating on raising the performance of higher attaining pupils to still higher levels. The provision for pupils with special educational needs is good overall and pupils make good progress in lessons and towards meeting their targets. They generally achieve well in lessons. This good progress is closely linked to the high quality support that they generally receive from learning support assistants.

Pupils' attitudes, values and personal development

17. Children in the reception classes work and play together happily. They quickly recognise class routines and follow them well, and happily settle to the tasks provided. There is a strong focus on developing children's personal and social skills, which results in children's good confidence and self-esteem. They develop very good attitudes to their work and try hard to improve. This was well illustrated in a physical education lesson where children worked with good levels of effort to extend and improve their performance. Behaviour in the reception classes is usually very good and children share their toys and resources well.
18. Pupils' attitudes and behaviour across the school are very good and gradually improve as pupils move through the school. Pupils are keen to come to school. They have very positive attitudes to learning and show good levels of interest in all activities. They behave very well in and around the school, and are polite and courteous to adults. Behaviour has improved since the last inspection and is now very good overall. This is mainly because the relationships between staff and pupils are better than those reported in the previous inspection, and classroom management strategies are more effective in most classes. Occasionally, however, pupils at both key stages become noisy and over excited in lessons and the mildly disruptive behaviour of this very small minority is sometimes allowed to affect the learning of others in the class. This is sometimes because the content of activities fails to hold pupils' attention, or because lessons are overly long.
19. There are numerous examples of very good behaviour and very positive attitudes, particularly where the quality of teaching encourages warm relationships and fosters the confidence of the pupils. For example, the good rapport observed in a science lesson for Year 6 pupils, which led to very good co-operation and helpful attitudes by all pupils. Also in Year 6, pupils' contributions in mathematics were highly valued; hence pupils were keen to apply themselves. In Year 5, some very good science teaching enabled pupils to work well together, share resources and grow in confidence. In an English lesson in Year 4, the teacher positively encouraged discussion and contributions from each group, promoting eagerness by pupils to talk about their work.
20. Pupils are willing to undertake simple responsibilities, such as taking registers and acting as monitors, and take these jobs very seriously. Older pupils have duties as class monitors and help younger pupils around the school. Pupils organise themselves in a mature way, taking

responsibility for tidying up after themselves, looking after their own belongings and collecting resources for practical subjects. They are generally kind to each other, hold doors open for adults and peers, and respect the views of others. Opportunities to learn about citizenship are created, for example, through the school council, and pupils develop a very mature approach as they move through the school. By the time they reach Year 6, pupils are thoughtful, helpful and very willing to learn.

21. Pupils with special educational needs generally have very good attitudes to learning and thrive on the good support that they receive from teachers and learning support assistants. Occasionally, pupils with minor behavioural difficulties are restless in class, and their behaviour sometimes upsets the learning of others. This is rare, however, and overall their behaviour is very good. Pupils with English as an additional language have very positive attitudes and make similar progress to their peers.
22. Overall pupils attendance at school is very good as it was at the time of the last inspection. There are no unauthorised absences since parents always provide the school with an explanation whenever a pupil is absent. The level of authorised absence is very low, putting the school in the top 20 per cent of primary schools nationally. The great majority of pupils arrive at school punctually so that the day gets off to a prompt start and little time for learning is lost.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching in both reception classes is good. Teachers have a good understanding of how young children learn and promote their good achievement through effective questioning so that children observe carefully to learn new skills and develop good recall of the knowledge previously learnt. Children's learning in language and literacy is often very good due to the very effective strategies employed, and the stimulating activities provided that make learning fun. Teachers make writing a purposeful and enjoyable activity, so children were keen to write a letter to Baby Bear for Goldilocks, and were delighted to receive a reply in return.
24. Children learn very well when working, in small groups, with adults. Teachers provide focused teaching matched well to the children's needs and build effectively on their prior learning. In the afternoons, during the inspection, there were much fewer children in both classes and children received very good levels of attention that enabled them to make very good gains in their learning. Both classrooms are stimulating areas in which to learn and the outside area is used well as a classroom to promote children's learning in all areas of the curriculum. Learning support assistants, who provide very good role models for the children and help to promote their very good personal and social development, work well with the teachers as part of a team. Learning assistants are well trained and have many areas of expertise. They provide good levels of support for all children, and particularly those with special educational needs.
25. Teachers in the reception classes know the children well and they adapt their questioning and tasks so that all children are well supported, and their learning develops effectively at their own level. During the inspection this good match of tasks to children's needs was evident, but in a few areas the higher attaining children were not sufficiently challenged. This was primarily due to the inspection being conducted in the early stages of the term when baseline assessments had still to be completed.
26. Throughout the school, the overall quality of teaching and learning is good and is a strength of the school. During the inspection much very effective teaching and learning were observed, both in the reception classes and the upper years of Key Stage 2. Almost all of the lessons seen during the inspection were at least satisfactory. English and mathematics are taught very well and very good attention is given to the teaching of the basic skills of literacy and numeracy. Teaching meets the needs of most pupils effectively, but higher attaining pupils, including those identified as being gifted and talented, are not always sufficiently challenged by the work set in some lessons. The

school is aware of this issue and is already concentrating on raising the performance of these pupils to still higher levels.

27. The quality of teaching and learning observed at Key Stage 1 was satisfactory overall and sometimes good in most classes. The better teaching seen was often in lessons for English and mathematics where teachers are particularly confident when establishing the basic skills of literacy and numeracy. Teaching in the better lessons in the key stage is characterised by good subject knowledge, good relationships, secure discipline, the good use of time, support staff and resources and effective classroom management strategies. The teaching in most other subjects is satisfactory, although there are also strengths in the teaching of art and design, history and music. In one very good lesson in art and design, pupils in a Year 1 class received very clear instructions and were very well supported by the class teacher and a learning support assistant to draw good quality life sized portraits of themselves. Pupils in the same class also learnt very effectively in a music lesson where they were given very good opportunities to play their instruments to a high level of skill. They concentrated very hard and played loudly and softly as instructed by “the conductor”. The lesson proceeded at a brisk pace and pupils were all appropriately challenged by the tasks set.
28. The quality of teaching at Key Stage 2 is good overall and often very good, particularly in the upper years of the key stage. Common strengths of the very good and sometimes excellent teaching observed in some Key Stage 2 classes were very good subject knowledge, the very effective teaching of basic skills, and a very good match of teaching methods to the activity being tackled. Other strengths included the use of very effective pupil management strategies and the very good use of time, support staff and resources. Homework is set regularly and effectively supports the work completed in lessons. The generally good teaching observed in the key stage during the inspection results in good, and often very good progress in lessons as the majority of pupils are enthused by the exciting range of work that is presented for them.
29. Pupils in both the Year 5 classes learned very effectively when set the task of investigating the impact of exercise on their heart rate. Both teachers have very good relationships with their pupils and have secure subject knowledge. This enables them to answer the quite complex questions that come from certain class members and to challenge the learning of the higher attaining pupils. The lessons proceeded at a brisk pace and good use was made of praise to motivate all pupils and to keep them on task. A very experienced teacher with a very wide range of very well developed professional skills teaches pupils in one of the Year 6 classes very effectively. She has excellent relationships with the pupils in her class and because she has such good subject knowledge and prepares her lessons so carefully she is able to ask searching and well-phrased questions that challenge all pupils at an appropriate level.
30. Negative features of the teaching and learning in some of the lessons judged to be satisfactory overall were a lack of pace, planning that did not pay sufficient regard to the needs of particular pupils, particularly higher attaining pupils, and the setting of tasks that failed to fire the imagination of the pupils. Planning is generally of an appropriate standard, but since assessment procedures are not sufficiently developed in most subjects, work in some lessons is not sufficiently modified to meet the needs of individual pupils and to ensure that higher attaining pupils learn at a sufficiently brisk rate. Some lessons observed during the inspection were too long and pupils were unable to sustain their concentration for the time planned to complete the activity.
31. The quality of teaching for pupils with special educational needs is good. Learning support assistants work closely with teachers to ensure that tasks are linked closely to ability, and that each pupil is able to understand the lesson. Good, specific targets, as part of individual education plans, guide staff to meet needs effectively. The small number of pupils with English as an additional language are well provided for and make similar progress to their peers. Boys and girls generally are taught equally well and attain similar standards.

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

32. The curriculum for children in the reception classes is good and is appropriately planned within the recommended six areas of learning. Many of the children enter school with above average learning in language and mathematics and the teachers very effectively adapt the curriculum, providing an increasing focus on the National Curriculum through the year. Children are effectively introduced to a simplified version of the literacy and numeracy strategies, which enables them to make good gains in their learning.
33. The quality and range of learning opportunities for pupils at Key Stages 1 and 2 are good. There have been some improvements in the curricular provision since the last inspection, particularly in ICT. The new computer suite is already having a positive impact on standards, both in ICT and across the curriculum. The introduction of an appropriate policy for personal and social relationships, the founding of the school council and the introduction of "circle time" have all provided greater breadth and depth than was reported at the previous inspection. The curriculum for the statutory years is good, containing all the subjects of the National Curriculum, plus French for pupils in Years 5 and 6. The balance between subjects is good and the school has worked hard to give appropriate emphasis to all of the subjects of the National Curriculum. There are some minor weaknesses in the provision for investigative mathematics and problem solving, and in the practical and investigative aspects of science. Standards in DT are only satisfactory because insufficient emphasis is given to the evaluation by pupils' of their own models, or commercially made artefacts.
34. The National Literacy and Numeracy Strategies have been introduced successfully and are having a beneficial impact on standards in English and mathematics. The introduction of plenary sessions at the end of lessons has led to an improvement in teaching and learning by giving teachers an opportunity to draw together the strands in the lesson and focus attention on what has been learned. The introduction of the Springboard and Booster groups in mathematics for pupils who were having difficulties with the subject has also had a positive impact on driving up standards. In mathematics the introduction of setting in the upper years Key Stage 2 is proving effective in raising standards for the majority of pupils. However, the most able pupils are not always set activities that are sufficiently challenging. The new computer suite is already having a significant impact on raising standards both in ICT and across the curriculum.
35. The school has developed a two-year curriculum plan, which effectively links subjects across the curriculum and identifies the skills, knowledge and understanding to be taught in particular units of work. Cross-curricular links are used effectively and follow the guidance in the revised curriculum. This is particularly true of the many good applications found for literacy and ICT across the curriculum. There is an appropriate new policy for the more able pupils, but the needs of these pupils are not yet fully met within the planning of some lessons in some classes. Sex education is taught as part of science and drugs awareness is taught very effectively throughout the school.
36. Since the last inspection, policies and schemes of work have been appropriately reviewed to meet the changed requirements of Curriculum 2000. Guidance for schemes of work by the Qualifications and Curriculum Authority has been suitably incorporated and has been adapted to meet the particular needs of the school. The school allocates an appropriate amount of time to all subjects, but time is not always used effectively in some classes. For instance, there were examples of overlong lessons where the quality of learning suffered as pupils lost concentration. Homework is used well throughout the school and reading is particularly well supported, to very good effect.
37. The quality of learning opportunities for pupils with special educational needs is good. Pupils benefit from good levels of support so that they have good access to all activities. Some withdrawal takes place so that particular pupils can have individual, or very small group, support, particularly for the development of literacy and numeracy skills. An effective rotation system has been implemented to ensure that pupils do not always miss the same lesson. Provision to enable access to all areas of the school for pupils with disabilities is good. Monitoring of results by gender has enabled a clear overview of what boys and girls achieve and appropriate action has

been taken to raise levels of literacy among boys, for example. The range of learning opportunities available for pupils with English as an additional language is good and effectively supports their learning.

38. All pupils at the school have equal opportunities to the curriculum and to extra-curricular activities. An appropriate number of educational visits are arranged and a wide range of visiting specialists offers individual music tuition, for example. The school makes every effort to support any pupil who wishes to receive this additional tuition. The school has rightly recognised the need to develop further support for higher attaining and more able pupils. The recent allocation of a teacher to research this area and put strategies in place, is a strength.
39. There is a limited but satisfactory range of extra-curricular activities, mainly of a sporting nature. About 70 pupils take part in these activities, which include competitive games with other schools. There are also some opportunities for pupils to take part in art, information technology clubs and language lessons at the nearby secondary school. Large numbers of pupils are brought to school by coach as this has an impact on attendance at some out of school activities. Music has a high profile in the school, but although standards are above average, there are insufficient opportunities for pupils to take part in extra-curricular activities. Many parents identified the limited range of extra-curricular activities as an area that required improvement. The inspection team agrees that the range of activities provided outside of lesson time is limited and that more pupils should be offered wider opportunities. However, many staff members are relatively new to the school and all staff have been working very hard training to use the new computers, developing the curriculum and making sure that lessons are planned and organised carefully, to good effect.
40. Provision for pupils' spiritual, moral, social and cultural development is good overall and this has improved since the last inspection. As a Catholic school, the ethos is influenced by Gospel values and all pupils are valued and respected in a caring and Christian community. Pupils feel safe, secure and supported in their personal development. This makes a significant contribution to the school's stated aims.
41. Provision for spiritual development is good. As a denominational school, Catholic worship and liturgy is emphasised very clearly and this contributes to the development of faith for each individual pupil. Prayer corners in each classroom and displays along the corridors provide a focus for personal reflection and have a direct impact on the spiritual development of pupils. Themes in assemblies include forgiveness and new beginnings and this is successful in getting pupils to reflect on their experiences of life. Parents particularly value the school's sensitive handling of the terrorist attacks in America. In lessons throughout the school, pupils make confident contributions because teachers value what they say. Opportunities for spiritual development within other subjects, however, are not always planned for and are sometimes missed.
42. Provision for moral development is good. The school's behaviour policy is implemented thoughtfully throughout the school, providing a clear framework for moral development. Staff provide good role models and help pupils to understand the difference between right and wrong. Teachers discuss and reflect with pupils on their behaviour. Awards and certificates acknowledge pupils' efforts to behave well and a positive atmosphere throughout the school helps pupils to be considerate and co-operative. The culture of the school is one where good behaviour is very positively reinforced and pupils grow greatly in self-confidence. Pupils are effectively enabled to gain a good understanding of the differences between right and wrong.
43. Provision for social development is good. School and classroom rules are found in all areas of the school and their positive tone encourages pupils to consider others. Pupils relate very well to each other and to all staff, both in classrooms and in general areas of the school. Pupils with special educational needs are well integrated into school life. A playground scheme at lunchtime helps pupils to develop their social and physical skills and playtimes are happy occasions, where pupils share equipment amicably. Pupils in Year 6 act as mentors to younger pupils at break-times and wear arm bands for easy identification, so that all pupils know that, together with staff, there is always some-one to turn to if there is a problem. Further opportunities to develop social

responsibility include the School Council, which meets fortnightly to discuss issues relating to school life and a citizenship scheme, in partnership with the police, fire and ambulance services, and which encourages pupils to develop more deeply a sense of community responsibility. This has a positive impact on their social development. In the wider context, pupils are encouraged to think of others and support, for example, Cafod in its world wide relief programme by fund-raising and collect Christmas boxes of toys for disadvantaged children in Bosnia and Kosovo.

44. Provision for cultural development is satisfactory. Pupils are taken to visit local museums and places of interest, including Hampton Court, the British Museum and a trip on a canal boat on the Kennet and Avon canal all make a significant contribution. Works of art, mainly from Western culture, are used well in subjects, such as history. Visiting performers have led a drum workshop and an Autoharp “hands on” session. Higher attaining pupils in Year 6 take part in an inter-school mathematics quiz at the local high school in the summer term, but the range of extra-curricular activities is limited for all pupils and there is little opportunity for other inter-school sporting and cultural links. Some study of non-Western culture is developed through geography, for example India, but provision for pupils’ understanding of the diversity of the cultural and social traditions in present society is less well developed. There are relatively few planned opportunities for pupils to experience the richness of the multi-cultural diversity of Britain today. The range and variety of artefacts and resources from other cultures, which can enhance this work, are satisfactory.
45. The contribution of the local community to the life of the school is satisfactory. There is an obvious and close relationship with different parishes and dioceses to which the school is affiliated. Priests from those churches visit the school regularly to conduct assemblies and join in religious instruction. Officers have visited the school from the police and the fire brigade and by railway safety experts who discussed their work with pupils. A number of individuals have been into school to share their expertise, for example a father who works at the Met Office, a world champion cyclist, an ice hockey team and a mother who showed pupils the saris she wore for her wedding.
46. Links with all the secondary schools to which pupils transfer are good. Teachers representing those schools visit to meet their prospective Year 7 pupils and many of those pupils have the opportunity to have one or two sample half-days in the secondary schools during their time in Year 6. In some cases this is being extended by the secondary schools to include pupils while they are still in Year 5. At the end of the year, the school passes over pupils’ work samples and information about each pupil so that they are quickly up to speed when they start their new school. Towards the end of the summer term, by mutual arrangement with all the local schools, pupils enjoy a “taster day” in their new school. At the same time, pupils in school move up a year and the children expecting to join reception year in the autumn also have an opportunity to visit St. Augustine’s. The staff in reception work hard to ensure that children’s start at school as trouble-free as possible and visit numerous pre-school playgroups in order to meet with the play-group leaders and to begin to get to know the children.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The steps taken by the school to ensure pupils’ welfare, health and safety are very good. As reported in the last inspection, the school provides a very caring environment, where the teachers and all the support staff know the pupils very well. Very good child protection procedures are in place, with the head teacher undertaking the role of designated person and all members of staff are aware of their responsibilities in this regard. Routines for dealing with first aid, medicines and accidents are well established, with a Medical Room that meets DfES guidelines. Health and Safety risks are reviewed annually by governors, and the local education authority conducts an audit at regular intervals. Safety checks on potentially dangerous equipment take place annually, and practice evacuations of the premises take place each term.
48. Procedures for promoting attendance and punctuality are very good. The great majority of pupils arrive at school in good time and are settled ready for registration which is taken promptly. The

- computerised registration system is managed efficiently. Parents co-operate fully with the school by notifying reasons for pupils' absences, and they also follow the correct procedure for requesting leave of absence for family holidays. The education welfare officer monitors the school's attendance registers regularly and is available to assist the school if families should experience difficulties in getting their children into school.
49. Procedures for promoting good behaviour and eliminating oppressive behaviour are good. The school has a good behaviour policy that effectively reinforces the schools aims and ethos. In practice, great emphasis is placed on recognising and rewarding good work and good behaviour, with little need to apply any sanctions. At lunchtimes good behaviour is recognised through certificates awarded by the midday supervisory assistants. However, in classrooms each teacher has developed their own reward system based on the achievements of individuals, groups or the whole class, and this inconsistency does lead to some confusion for pupils in understanding exactly what is expected of them. The quality of the procedures and their implementation, including the absence of any bullying, are evidenced by the high standards of behaviour and discipline that are achieved. The pupils enjoy the reward systems of stars and certificates, and are very proud when congratulated in assemblies or mentioned in the Head Teachers Award book. They are aware of the sanctions that may be applied when rare misdemeanours happen.
50. The support and guidance that the school provides for all pupils is good overall and helps their standards of learning. All the staff know the pupils well and accordingly, although the procedures for monitoring and supporting their personal development are informal, they are effective.
51. Procedures for assessing children's attainment and for monitoring their progress are very good in the Foundation Stage. Children's attainment on entry to the school is carefully assessed, using the local education authority baseline materials. The information is then used to develop targets for the children's future improvement, which are shared with parents so that both parents and teachers are working together to support the child's on-going learning. A comprehensive range of assessments is then used to assess the development of children's knowledge and skills on a daily basis. The information is used effectively to support teachers' planning, so that activities are provided that accurately match the learning needs of the children. The information is well used to monitor children's progress over the year and to predict standards of attainment in the National Curriculum tests to be taken at Year 2. These records are effectively developed through the school so teachers can track individual pupils' progress based on the optional tests taken in Years 3, 4 and 5 to ensure their continuing achievement in English and mathematics.
52. The results of these tests have also been effectively used to identify areas of weakness and to develop strategies for improvement. The need to improve pupils' note-taking skills and the quality of their handwriting, for example, have been identified and they are now a greater focus of the teaching. Strategies for developing higher reading standards for the lower attaining pupils have been recognised as beneficial for all pupils, and all are now enjoying more frequent guided reading sessions which is resulting in their greater enjoyment of reading as well as further raising standards.
53. Pupils' attainment in English and mathematics is well monitored through a range of teacher assessments and annual tests. Satisfactory opportunities have been developed for teachers to share their judgements to ensure consistency and in these subjects assessment procedures are effective. In all other subjects, however, there are no formal, whole school systems or procedures for assessing pupils' attainment and progress in learning. This is unsatisfactory, as there is no way to ensure that pupils make good progress in developing the appropriate knowledge and skills from year to year. The needs of the higher attaining pupils have not been sufficiently identified and activities are not always provided that challenge pupils' thinking and extend their learning. Procedures for assessment have not improved significantly since the previous inspection. The school has recognised the need for more effective assessment procedures, but these are yet to be developed and implemented. Some good practice is evident in some classes, but it is inconsistent through the school.

54. The achievements of pupils with special educational needs are assessed in line with the recommendations in the Code of Practice. Annual review procedures are well established and the good quality individual education plans are reviewed each term. This helps staff to monitor progress across each year, and to be quickly aware of any difficulties that may be hindering learning. The care of pupils with English as an additional language is very good and they make similar progress to their peers.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Good links are made with parents before the children start school and they are very effectively maintained through a variety of meetings throughout the year. Parents' views of the school are very positive and there were very few critical comments made at the meeting for parents, or in the written questionnaire responses that were made. Parents interviewed before and after school had only positive comments to make about the school. Parents greatly appreciate the caring Catholic ethos of the school and the standards of behaviour and discipline that the pupils develop. Parents feel welcome in the school and able to approach the staff or head teacher at any time.
56. Overall the information provided by the school to parents is good and has improved since the last inspection, when it was a key issue. The general information provided by the school through a steady stream of newsletters, and other information about forthcoming events, is very good and is greatly enhanced by the school's internet web site, which is attractively presented, informative and kept up to date regularly. It includes copies of all newsletters. The Prospectus and the Governors Annual Report meet DfES guidelines. However, the annual written reports to parents about the progress made by individual pupils are of a very inconsistent quality and often do not meet the relevant requirements. They generally contain detailed information about what has been covered in each subject, but do not say enough about how well the pupil has done and what they need to do to improve.
57. Parents are fully involved in the life and work of the school. The parents of younger children actively support them in learning to read and encourage them in their other homework assignments as they progress through the school. A number of parents assist in classrooms, in the library or on school trips. The Friends Association organises numerous well-supported fundraising activities, such as the summer barbecue, Christmas fete, quiz evenings and numerous other events that raise very substantial funds (in excess of £10,000 each year). This money is used very effectively to improve the school facilities and to improve learning.
58. Effective links are in place with the parents of pupils with special educational needs and those who have English as an additional language. Parents rightly believe that the school gives their children good support. Links with the local authority support services are well established, and have a positive impact.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The head teacher leads the school effectively, with the able support of her two assistant head teachers, and provides a clear direction to its work. Her management of pastoral issues is excellent and she has created an ethos within the school that is very supportive to staff, pupils and parents. The school is a warm Christian community, with clear and appropriate aims and objectives which it works hard to sustain, to good effect.
60. With the valued support of a representative of the local education authority, the head teacher has developed a suitable range of monitoring procedures that enable her to identify the main strengths and weaknesses of the school. The school improvement plan is an appropriate document that records the action taken and to be taken to achieve the priorities identified by the school. The school is well aware, for example, of the need to improve its provision for higher attaining pupils, including those identified as being gifted and talented. Appropriate action has been taken to resolve this matter by placing it in the capable hands of one of the assistant head teachers, who has been released from her responsibilities as a class teacher to work on this project. Her work is already having a very positive impact in this respect. The head teacher is also aware that the existing monitoring procedures need to be implemented with greater regularity and rigour if greater consistency is to be achieved in teaching and learning across the school.
61. Subject co-ordinators manage their areas effectively and are developing their roles well. They have generally produced well considered policy documents and schemes of work that pay due regard to

the main issues affecting the school and provide appropriate support to colleagues when they are planning work for their classes. However, insufficient opportunities have been provided to allow co-ordinators to work alongside and share best practice, with less experienced colleagues. The provision for children in the Foundation Stage is well managed. The two teachers plan the work together thoroughly and the co-ordinator monitors the work in both classes to ensure that all children are provided with a rich and stimulating curriculum. The teachers are evaluative of their work and review it regularly in order to improve.

62. The co-ordinator for special educational needs has established effective routines to ensure that staff and pupils are well supported. Regular meetings with learning support assistants help to monitor individual pupil's progress, and review necessary actions. Monitoring of individual education plans has begun, and the co-ordinator has identified regular consultation times for staff and parents on a weekly basis. This is good practice and is helping to ensure that pupils' needs are well met. Whilst support staff are generally used very well, but in a few lessons too much time is lost watching teachers teach. The lack of support staff in some lessons has a negative impact on the learning that some pupils achieve. The management of English as an additional language is good and pupils receive good support, when required.
63. The management of the curriculum is satisfactory overall and whilst there are some very minor areas for improvement in individual subjects, the curriculum is broad, balanced, relevant and appropriate to the needs of all but the most able pupils. Some lessons, particularly in afternoon sessions, are too long and some younger pupils have difficulty maintaining their concentration for the required time.
64. The members of the governing body fulfil their statutory requirements satisfactorily and are very supportive of the school and the work that the head teacher and the staff do. Many are very new to their posts, have yet to develop their roles and, as yet, are not sufficiently involved in shaping the strategic development of the school. They meet regularly, both as a full governing body and in various appropriate committees, and are kept informed about school matters by the head teacher's reports and the minutes of various meetings. The literacy and numeracy governors have suitable oversight of progress in their areas, but procedures for monitoring the work of the school are still developing and many governors do not yet have a clear understanding of some of the strengths and weaknesses that exist. As a result, they are not yet sufficiently well enough informed to ask challenging questions about how issues could be resolved.
65. The school has a good level of well-qualified staff to teach the subjects of the National Curriculum and children in the Foundation Stage. The teachers have a satisfactory range of experience, but co-ordinators have not yet been given opportunities to share best practice by working alongside their colleagues. The induction of new staff and the school's effectiveness of provision for training new teachers are good. All staff work closely together to improve the standards of pupils in the school. There are well-qualified, skilful classroom assistants who generally provide effective additional support for pupils' with special educational needs.
66. Finances are used well to support the school's priorities for development. The head teacher has a clear view of the priorities for improvement and, with the very good support of the school administrative officer, the planned targets for development are carefully planned within the finances available. Specific grants for such areas as ICT development and funds for the support of pupils with special educational needs are well used and provide effective opportunities for pupils' good achievement. Long-term financial planning is satisfactory, overall. Difficulties are created for the school in that many opportunities for further funding are not known in advance, such as finances for government initiatives and changes in staffing, both of which resulted in the school having more money available than was recognised earlier in the year. The considerable amount of additional funds carried forward into this year's budget were, however, put to good use and the school benefited from additional resources in many areas and further developments in the school library. The day-to-day management and control of the budget is very good. Governors are kept well informed about the budget and are well supported through the clear information and guidance provided by the head teacher and school administrative officer.

67. The school makes good use of modern technology. Most teachers use computers to develop their lesson plans and all use it to support their teaching. Computerised systems are used effectively in financial management and in monitoring pupils' attendance. Parents and visitors find a warm and friendly greeting at the school office. Clerical and administrative staff work together well and day-to-day school administration is smooth and efficient.
68. The school is in a relatively favoured area and most children enter the school with standards above those found nationally. Most pupils make good progress and attain very high standards in most subjects. The quality of teaching and learning and the leadership and the management provided by the head teacher and senior staff are good. However, the unit costs at the school are higher than average. It is therefore judged that, overall, the school provides good value for money.
69. The school's accommodation is very good. It provides a very good environment for the staff to deliver the curriculum and for pupils to learn. The difficulties being experienced at the time of the previous inspection have now largely been overcome. The accommodation for children in the reception classes is very good, providing a flexible area in which children can work and play securely. The large outside area provides an additional classroom and activity area where children experience adventurous play. The large playground is ideal for a wide range of activities as well as the use of large-wheeled vehicles. The Parent Association has provided a large number of the resources, which are now good. Many are new and of good quality. The teachers still have plans to further improve the area to include a mini-beast area and garden.
70. Classrooms are of a good size and corridor areas are spacious, giving staff and pupils room to move about with relative ease. This has a very positive impact on standards of behaviour around the school. There is a well-stocked library and a superbly equipped computer suite. The main hall is used for PE and as a dining room, but it is barely large enough to accommodate the whole school for assembly. The premises are decorated and maintained to an exceptionally high standard, and are enhanced by attractive, interesting and informative displays on the walls, including much of the pupils' own work. The playground areas are large and, although there are a large number of pupils, there is sufficient room for safe play, as demonstrated by the small number of recorded accidents. The staff room is too small, but good use is made, by staff, of the small study areas between pairs of classrooms.
71. Resources for learning are good, as they were at the time of the previous inspection. The provision of ICT resources in classrooms and the computer suite is superb, and although the latter has only been in operation for half a term, improvements in the standards of ICT are already evident. Resources for music and art are satisfactory. Resources for all other subjects are good and make a positive impact on the quality of teaching and learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise already high standards, and to help all pupils to achieve their full potential, staff and governors should:

- (1) Develop and implement effective formal assessment and recording arrangements for all subjects, so that teachers have a better understanding of the attainment and progress of individual pupils and can plan work that is better matched to the needs of all pupils, particularly higher attaining ones.

(Paragraph 53)

- (2) Develop and implement effective procedures to improve the consistency of teaching and learning from class to class and encouraging the sharing of best practice by giving subject coordinators more frequent opportunities to work alongside and support colleagues in other classes.

(Paragraph 60)

- (3) Continue the work, already underway, to raise the levels of achievement of higher attaining pupils, including the gifted and talented.

(Paragraph 60)

- (4) Increase the involvement of the governing body in the strategic development of the school.

(Paragraph 64)

In addition to the key issue above, the following, less important, area for improvement should be considered by the governing body for inclusion in the action plan:

1. Improve the quality of written reports to parents so that they provide more detailed information about the progress that their children have made and what they need to do to improve.

(Paragraph 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	91
Number of discussions with staff, governors, other adults and pupils	86

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	22	44	32	1	0	0
Percentage	1	20	40	29	1	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	415
Number of full-time pupils known to be eligible for free school meals	n/a	7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	4
Number of pupils on the school's special educational needs register	n/a	87

English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	26	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	28	32
	Girls	26	26	26
	Total	58	54	58
Percentage of pupils at NC level 2 or above	School	100 (97)	93 (100)	100 (100)
	National	87 (83)	89 (88)	91 (88)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	32	32
	Girls	25	26	26
	Total	54	58	58
Percentage of pupils at NC level 2 or above	School	93 (84)	100 (100)	100 (100)
	National	84 (87)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	34	28	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	32	33
	Girls	28	26	28
	Total	61	58	61
Percentage of pupils at NC level 4 or above	School	98 (84)	94 (80)	98 (94)
	National	78 (75)	74 (72)	91 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	31	33
	Girls	27	27	28
	Total	56	58	61
Percentage of pupils	School	90 (76)	94 (82)	98 (92)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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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	4
Pakistani	0
Bangladeshi	1
Chinese	0
White	404
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	17.3
Number of pupils per qualified teacher	24
Average class size	29.64

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	312

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	815027
Total expenditure	788523
Expenditure per pupil	1952
Balance brought forward from previous year	65823
Balance carried forward to next year	92327

Recruitment of teachers

Number of teachers who left the school during the last two years	8.44
Number of teachers appointed to the school during the last two years	9.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	406
Number of questionnaires returned	184

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	4	1	0
My child is making good progress in school.	54	39	2	0	5
Behaviour in the school is good.	49	47	2	1	1
My child gets the right amount of work to do at home.	37	52	8	1	2
The teaching is good.	61	36	0	0	3
I am kept well informed about how my child is getting on.	45	46	6	1	2
I would feel comfortable about approaching the school with questions or a problem.	63	32	3	1	1
The school expects my child to work hard and achieve his or her best.	62	36	0	0	2
The school works closely with parents.	44	42	12	1	1
The school is well led and managed.	59	40	1	0	0
The school is helping my child become mature and responsible.	57	40	1	0	2
The school provides an interesting range of activities outside lessons.	27	33	25	8	7

Other issues raised by parents

No other significant issues were raised by the parents.

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

72. The provision for children in the Foundation Stage is good, which is similar to that found at the previous inspection. Children enter reception with a broad range of attainment, but many have standards above that found nationally, particularly in their early language and number skills, and in their knowledge of the world. Children settle quickly into class routines and make good progress in developing their personal and social skills, so that by the time they move into Year 1 they have good attitudes to their tasks, and they work and play with the other children well. Children make good progress in developing their communication, language and literacy skills, their mathematical skills, their physical skills and their knowledge and understanding of the world. As a result, their speaking, early reading and number skills, their physical skills and their general knowledge and curiosity about the world are often well above those found nationally at the end of the year in reception. Standards in children's creative development are mostly in line with those expected. The good provision in the reception classes prepares all children well for the next stage in their education, including those with special educational needs and those for who English is an additional language.
73. Staff in both reception classes put great emphasis on promoting children's **personal, social and emotional development**, and the quality of teaching in this aspect of children's learning is very good. Many good opportunities are provided to support children in forming positive relationships with other children and in learning to work and play together sensibly. Consequently, after only a few weeks children share resources and toys confidently. They play together happily in the home corner and in both the sand and water areas. Teachers effectively develop the children's awareness of the need to finish a task and then to clear away afterwards, to which the children respond well. Children develop good levels of concentration and perseverance, especially when working with an adult. Teachers and support assistants foster children's early skills of independent learning well, so that in their own activities, children make choices about what they want to do and are able to select the resources they require. Children quickly recognise class routines and follow them well, recognising in which activity area their group is to work next, and happily settling to the tasks provided. Most children achieve the standards expected and many achieve higher standards than are usually found.
74. Staff in both reception classes use very skilled questioning to effectively promote children's **communication, language and literacy** skills. They model appropriate speech patterns, building the children's knowledge of language, and broadening their vocabulary, to very good effect. Much of children's learning is developed through stories and very good opportunities are created to stimulate the children's imagination and language through role-play. Teachers provide a wide variety of activities to promote children's ability to express their ideas, both in speech and in writing. Many children use a good range of vocabulary, showing growing confidence in speaking in small groups and in front of the whole class. They listen carefully and carry out instructions with good levels of understanding. In both classes, teachers effectively promote an interest in books and a love of stories. Children listen with good levels of interest, responding to the characters and beginning to draw parallels with their own experiences. Children's early reading skills are well promoted so that most are launched into the early stages of reading. Teachers make learning fun and children develop secure links between recognising the sight, sound and formation of letters. Children are given many good opportunities to write and to convey their ideas in simple written phrases. Children's language and literacy skills are developed well as they are introduced to the beginnings of the literacy lesson. The very good quality of teaching in this area enables most children to achieve well above expected standards in speaking, reading and writing by the time they enter Year 1.
75. The quality of teaching in **the mathematics area of learning** is good overall, and sometimes very good. Good opportunities to develop and consolidate children's counting and tallying skills are provided in all areas of work, so that most children recite numbers to ten, and are developing a

secure understanding of ordering, reading and writing numbers to seven. The more able children count accurately beyond 20, showing the one-to-one correspondence as they count, and correcting themselves when they make mistakes. Children's knowledge of mathematical language develops steadily so that they are using terms such as smaller, larger, longer and shorter fairly consistently. At the beginning of the term many activities are used to assess children's mathematical knowledge and understanding, and this information is used effectively to develop well-focused activities. At this early stage of the term the structure is more informal, and opportunities to further develop children's understanding are made through various encounters with the number in their play. For example, children built five houses out of different construction equipment, and towers using five bricks in order to develop a secure understanding of the concept of five, and beyond. Children enjoy counting games and singing number songs as they explore number concepts. They make good gains in learning and most achieve above average standards by the time they enter Year 1.

76. Teaching is good in both reception classes in the area of children's learning associated with **knowledge and understanding of the world**. Staff are skilled at stimulating children's interest and eagerness to learn. Teachers use stories effectively to introduce the children to many new experiences. As part of their work on "Goldilocks and the Three Bears", the children watched porridge being made, and the teachers' very good questioning encouraged the children to look carefully, and consider the changes taking place, in terms of colour, smell and texture. They then had the opportunity to eat the porridge, if they wanted to, comparing its taste when sweetened with sugar or with honey. Their interest in living things, and how to care for them is promoted through having turns to water the plants. Children's knowledge of the wider world is effectively developed through the writing and sending of letters in the class post box. The children are delighted when they receive a reply. They learn to recognise places from the photographs taken of teddy during his "nightly wanderings around the school", and to reflect on the areas they like and dislike. The use of construction equipment develops children's knowledge of structures so they recognise what must be done to make their "houses big enough for the teddy bear" and how to make their models more stable. Children make good progress in developing the skills of using a computer. Lessons in the computer suite very effectively introduce children to new skills, and the regular opportunities to use the class computer consolidates their skills of controlling the mouse to play games and create pictures, for example. Children's curiosity and interest in the world around about them is well fostered so that many have above average standards in the knowledge and understanding of the world as they enter Key Stage 1.
77. The teaching of **physical development** is good overall and children make good progress in developing their physical skills. Formal lessons in physical education are often good and children's spacial awareness, co-ordination, control and balance are effectively developed when using a range of small games equipment and gymnastics apparatus. In a lesson observed, children made good progress in developing their hand and eye co-ordination when throwing and catching a beanbag. They develop confidence when using climbing frames, simple gymnastics equipment, and good control when using the large wheeled vehicles in the playground. A few children show very good co-ordination and have mastered the two-step and one-step repeated jump in the hopscotch game. Children are given many opportunities to use pencils, crayons, and paintbrushes, as well as a range of tools to develop their fine control and co-ordination. They use scissors with satisfactory control to cut paper and other materials when making their pictures, models and designs. Children's co-ordination when moving the computer mouse is good, resulting in well-defined pictures and patterns. By the time children transfer into Year 1, most have developed good levels of control so that they write their names legibly and form number and letters with good levels of accuracy. Almost all attain the standards expected with many exceeding this level.
78. The provision for children's **creative development** is satisfactory overall. Children are given a suitable range of activities to enable them to explore paint and clay and to use many other materials to express their ideas. They have many appropriate opportunities to record information through their drawings. They develop a satisfactory awareness of colour and texture when using a variety of materials to make a collage of Daddy Bear and the shape of the bear's body and features when painting Mummy Bear. Very good opportunities are provided for children to produce attractive, well-formed pictures in lessons in the ICT suite. Teachers introduce children to a range

of tools and equipment and teach them how they are used, to satisfactory effect. Regular good opportunities are given for children in both classes to enjoy music, to sing simple nursery rhymes and repetitive songs. They enjoy playing un-tuned percussion instruments and show a good awareness of rhythm and beat, often making up their own tunes. Dance lessons enable children to move expressively in response to stories and music. Children's imagination is promoted effectively in role-play areas using dressing up clothes and the small world equipment to play with and act out their ideas. Children make satisfactory progress overall in developing their creative expression and most achieve the standard expected on entry to Year 1, with many exceeding it.

ENGLISH

79. Standards in English are well above average and have improved since the last inspection. This is shown by the results of national tests and teachers' assessments when pupils are aged seven and eleven. Pupils make good progress from an above average base and, by the age of eleven, a higher than average proportion of them attain the expected and higher levels. All pupils make similar progress irrespective of their gender, ethnicity or social circumstances. Pupils with special educational needs make good progress, as do those with English as an additional language.
80. By the age of seven, pupils have made good progress in speaking and listening and overall standards are well above average. They are able to join in discussions and to offer alternative words when asked, such as "gather" for "collect". They have a sufficiently wide vocabulary to discuss other subjects of the curriculum. This was evident when pupils in a Year 1 class exchanged ideas about travel and passports. Standards in writing are well above the levels expected nationally. Many write in a neat joined style with accurate grammar and punctuation. Higher attaining pupils are capable of producing sentences such as, "The children wrapped the egg in an old towel and put it in the basket to keep it warm", but they are not always challenged to do so through the activities set. Children in the Year 1 classes were, for example, asked to copy luggage labels, which did little to sharpen and extend their writing skills. Many pupils write poetry confidently and with much success, good examples being the autumn poems written by pupils in Year 2.
81. By the age of seven, reading has become an integral part of each pupil's life and standards are very high. Teachers emphasise the importance of reading and monitor pupils' reading habits very closely. Many very good opportunities are provided both for silent and for guided reading and teachers teach specific reading skills well.
82. By the age of eleven, pupils have made good progress in the acquisition of speaking and listening skills and reach very high standards. They listen very carefully and respond appropriately in all year groups. Pupils in Year 3 discuss direct speech confidently and most pupils in the key stage have a rich and varied vocabulary. Macbeth feels "remorseful" and "guilty" whilst the mountains in Wales, visited by pupils in Year 6, are described as "mysterious" and "intimidating". Standards of writing are well above average and by Year 6 most pupils use a variety of formal and informal writing styles very effectively, with words chosen carefully and accurate punctuation. Pupils write convincingly on subjects as diverse as haunted houses and the need to prevent Willow Bank becoming a pleasure park.
83. Teachers help pupils' high attainment by providing a range of interesting experiences such as writing competitions. However, there are limited opportunities for pupils to experience drama. Progress is assessed well and the data gathered is generally used effectively to inform future planning. ICT is used very imaginatively in some classes and, for example, pupils in Year 2 communicated, on the Internet, with an author whose book they had enjoyed reading. The use of computers to support the teaching and learning of spelling, for example, was effective in some classes, but the use by teachers across classes is inconsistent. The National Literacy Strategy has been implemented effectively at both key stages and gives pupils a consistent and developing foundation in the basic skills of literacy. The systematic organisation of class reading, including

- independent activities and well-structured plenary sessions, are having a very positive effect upon the quality of pupils' learning because the teaching of particular skills is now more explicit.
84. The last inspection report found that teaching was "often good and rarely less than satisfactory, with some variation across the school". This remains largely the case. Variations occur among and within year groups at both key stages. All teachers plan a range of activities and there is sufficient emphasis on the thorough and focussed teaching of reading and writing. Speaking and listening is generally taught well, but the quality of teachers' questioning in some classes does not sufficiently challenge all pupils, particularly higher attaining ones, who are not always reaching their full potential. Teachers assess pupils' work regularly so that they are aware of any strengths and weaknesses. However, this assessment information is not always used to guide lesson planning for individual pupils.
85. Relationships between pupils and staff are very good and class management is generally good. Moral and social development is encouraged through the discussion of a range of issues such as the culpability of the Pied Piper of Hamelin. Support staff are generally deployed well and contribute substantially to pupils' achievement through their skilled interventions. Pupils respond well to the generally good teaching they receive. Most work hard and persevere with their reading and the writing of drafts. Standards of presentation are good. In discussions, all take turns and are sensitive to others in the group. These positive attitudes play an important part in improving the quality of learning and raising achievement.
86. The co-ordinator works hard and provides her colleagues with very effective support. She has been instrumental in raising standards during a period of significant staffing and organisational change. In particular, more secure foundations have been laid for the development of the National Literacy Strategy and steps taken to enhance the contribution of other subjects to the development of pupils' literacy skills. Resources are good and the co-ordinator has recently secured twenty thousand pounds both to expand the choice of novels, plays and other literature to sharpen language awareness, and to enhance the library.

MATHEMATICS

87. The results of national assessments for 2001 show that, by the end of both key stages, the majority of pupils attain standards that are well above the national average. This very positive picture is supported by inspection evidence that shows that pupils make generally good progress as they move through the school. This is an improvement since the last inspection, when standards were judged to be broadly in line with national averages. The school has set realistic but challenging targets for 2002, based on assessment information gained throughout the school, and are on track to achieve these targets. All pupils make similar progress irrespective of gender, ethnicity or social circumstances. Pupils with special educational needs, who are supported well by learning assistants, make good progress and generally achieve the national expected standards. The introduction of the Springboard and Booster groups in mathematics for pupils who were having difficulties with the subject has also had a positive impact on driving up standards. However, in some classes, higher attaining pupils, including those identified as being gifted and talented, are not always given sufficiently challenging work and do not therefore always make the progress they are capable of.
88. The school has successfully introduced the National Numeracy Strategy. The good quality of teaching is improving pupils' numeracy skills, particularly their quick mental recall of number facts and their use of these skills to solve problems. Teachers share learning objectives with the pupils to very good effect. Most oral and mental sessions are taught with great enthusiasm, making learning interesting for the pupils. The school has begun setting in Years 5 and 6, and work is now set at the right level to provide appropriate challenges and to meet the needs of most pupils. Mathematics is sometimes used well in other subject areas, such as using time-lines in history, graphs in science and measuring ingredients in food technology. ICT is used effectively to make spreadsheets and graphs as well as to reinforce basic skills.

89. In all year groups the majority of pupils show a good grasp of mathematical concepts. Most pupils present information and results in a clear and orderly way and discuss their work using correct mathematical language. They select suitable equipment for the task and use information technology well. For example, they used spreadsheets to explore patterns in tables and bar graphs to record the data. There is, however, insufficient emphasis on mathematical investigations and the application of mathematics to real life situations. The co-ordinator is aware of this minor weakness and already has plans to resolve the issue.
90. Throughout both key stages, pupils develop good computational skills and standards in numeracy are a particular strength. In Year 1, pupils count in twos to twenty and beyond, and sequence numbers to 100. Pupils in Year 2 add and subtract two digit numbers, investigate missing numbers to 100 and work confidently with numbers to 1000. Pupils in Year 3 position numbers on a number line marked in tens to 100. They add and subtract multiples of 100 and multiply and divide them by single digit numbers. Pupils in Year 4 understand simple fractions and can add quarters and halves. They partition four digit numbers and work effectively with multiples of two, three and four. Pupils in Year 5 identify and understand decimals to two places. They multiply two and three digit numbers by two digit numbers and change improper fractions to mixed numbers and back. Pupils in Year 6 use percentages, decimals and fractions confidently and recognise the relationship between them. They use calculators to tackle complex questions using the correct functions. They understand square numbers and the term “square root”, and use this knowledge well to calculate mentally complex addition and subtraction problems.
91. In shape, space and measures, pupils in Year 1 accurately identify cubes, cuboids, spheres and cylinders and make good, clear models to investigate their properties. They use a metre stick correctly to find objects longer, shorter or about the same size as a metre. They use litre containers to accurately measure capacity. Pupils in Year 2 can accurately tell the time to half past, quarter past and quarter to the hour on an analogue and digital clock. They recognise 2D shapes such as hexagons and octagons and can describe simple properties. They investigate 3D shapes such as cones, cylinders and pyramids by building models. Pupils in Year 3 construct nets to make simple cuboids and link this to design technology when they construct sweet boxes. They measure objects in metres and centimetres, with appropriate accuracy. Pupils in Year 4 design interesting and imaginative symmetrical patterns. They measure angles and draw acute, obtuse and right angles. They calculate the perimeter of a square and rectangle and measure height in metres, centimetres and half centimetres. Pupils in Year 5 measure in centimetres and millimetres, and calculate the angles of rectangles, squares and triangles. They accurately measure temperature showing a very good knowledge of positive and negative numbers. Pupils in Year 6 calculate the areas of rectangles, right-angled triangles and more irregular shapes. They understand rotational symmetry and work purposefully on translations.
92. Pupils in Years 1 and 2 collect data in class surveys and use it to produce pictograms and bar charts to identify, for example, the frequency that their favourite fruit or favourite pet is repeated. Pupils in Year 3 and 4 collect and tally data in surveys and represent them on bar charts. They then interpret their findings to investigate the spread of different letters in the names of pupils in the class and the different colours of their eyes. Pupils in Years 5 and 6 interpret bar-line and frequency graphs of traffic crossing a bridge. They use mode, mean and range correctly when describing sets of data. All pupils work successfully with co-ordinates in the first quadrant and higher attaining pupils work in all four quadrants.
93. The quality of teaching and learning is good overall. It ranges from satisfactory to very good at Key Stage 1 and from satisfactory to excellent at Key Stage 2, but there are some inconsistencies in practice between classes and year groups. They plan co-operatively and parallel classes cover the same range of work. In the best lessons, teachers have very high expectations of pupils, build effectively on previous learning and provide a good range of challenging and interesting activities. In less effective teaching that was judged to be satisfactory overall, the pace is slower and higher attaining pupils are not sufficiently challenged. Homework is set regularly throughout the school to provide practice in number skills and independent learning. Teachers generally mark work regularly, but marking is often merely encouraging and does not always provide enough comments

to help pupils improve their performance. Target setting for individuals is helpful to teachers and pupils, and encourages pupils to try their best. Procedures for assessing pupils' attainment and progress are good and information is used well to inform future planning.

94. Pupils have positive attitudes to learning and many enjoy their mathematics lessons. They co-operate very well with each other. They are encouraged to discuss and justify their answers. Most pupils listen attentively to their teacher and to each other. They concentrate hard and this contributes significantly to their good progress. Presentation in books is neat and pupils' work clearly organised. All teachers make attractive numeracy displays with mathematical vocabulary clearly available to inform pupils.
95. The subject is well managed by a confident, well-informed co-ordinator who has a clear view of the subject and its future development. The monitoring of teaching and learning is still, however, at an early stage and has not yet had much impact on improving the inconsistencies in teaching that exist throughout the school. The co-ordinator has analysed the available national and non-statutory test results in order to identify strengths and weaknesses in the subject and this is already having some impact on standards. The school's resources for mathematics are good and are efficiently used. Specific government grants for numeracy are used well and small groups of lower attaining pupils are effectively targeted for additional support.

SCIENCE

96. Teacher assessments for 2001 show standards at the end of Key Stage 1 that are similar to those gained in 2000, when they were well above average. Test results in 2001, at the end of Key Stage 2, show standards to be above the national average. This is not as good a standard as that gained in 2000. This was probably due to a greater emphasis being placed on experimental and investigative aspects of the subject in the tests set this year. Inspection evidence shows that overall standards are well above average, but that there are some minor weaknesses in the provision for experimental and investigative aspects of the subject. This is a similar situation to that reported in the previous inspection, when standards were found to "meet the national average with a significant proportion attaining well above average standards". All pupils make similar progress irrespective of gender, ethnicity or social circumstances. Lower attaining pupils are well provided for and those who require individual attention from their learning support assistants receive good support. However, in some classes, higher attaining pupils, including those identified as being gifted and talented, are not always given sufficiently challenging work and do not therefore always make the progress of which they are capable.
97. By the end of Year 2, pupils have developed a very good scientific vocabulary. In their study of the materials used to build the school, for example, they discuss accurately the difference between transparent, opaque and translucent materials. They know how circuits work and that some materials, such as copper wire are good conductors, whilst others, such as cloth, are poor conductors of electricity. Pupils' prediction skills are very good as, for example, when they predicted correctly the conditions necessary for bean seeds to germinate. They explain clearly why warmth, water and air were necessary for germination. They use their scientific knowledge to good effect in DT lessons, for example, when constructing working models of a lighthouse.
98. Pupils make good progress at Key Stage 2 and, by the end of Year 6, they have developed a wider and more technical scientific vocabulary. They know how light travels through different materials and develop their hypotheses to explain the properties of light. They know how light is refracted when passed through water and the effect of light passing through a prism. They develop their knowledge of electrical circuits and discuss parallel and series circuits knowledgeably, explaining how the voltage is shared. They know the purpose of rheostats and that resistance creates heat. Their knowledge of life processes is equally well developed. They study the physiological nature of the human form and discuss the skeleton and the muscles, which are attached. They confidently explain the differences between involuntary and voluntary muscles. They make good use of their ICT skills by collecting data and recording it correctly on line graphs. Their very good speaking skills are an asset and make for clear explanations in oral sessions. Similarly, their good reading and writing skills enable them to research knowledge and record their work in a clear, logical manner in their science books.

99. Teaching is at least satisfactory at Key Stage 1 and generally good at Key Stage 2, where expectations are often higher. The teaching observed was very good amongst the older pupils, but ranged from good to unsatisfactory in the two lessons seen amongst the younger pupils. Subject knowledge is generally good, but the tasks set are not always sufficiently challenging for higher attaining pupils. Pupils are managed well and they are encouraged to take pride in their work. Their work is marked accurately and supportively, although target setting for future improvement is sometimes weak. Resources are used well and the school environment is used to good effect by staff and all pupils. Pupils enjoy science and have very positive attitudes to their work. Behaviour is always at least satisfactory and is very good overall. These factors have a very positive impact on pupils' learning.
100. The co-ordinator provides good support for his colleagues. Some monitoring and analysis of test results takes place and the evidence gained is used to inform future teaching programmes. Insufficient opportunities have been provided for the co-ordinator to monitor the quality of teaching and learning in a systematic manner, or to share best practice by working alongside colleagues. He is also aware of the need to set pupils' individual targets, a technique that has worked very well in English and mathematics.

ART AND DESIGN

101. Pupils generally make good progress throughout the school and the majority of pupils attain standards that exceed national expectations at the end of Key Stage 1 and Key Stage 2. This is a similar picture to that found in the last inspection. Pupils make particularly good progress in observation skills, and this leads to high standards. This is seen clearly in the good self-portraits produced by pupils in several different year groups. Younger pupils draw accurate portraits with many detailed features, using pencils and paints well to gain a good sense of proportion. Older pupils show the good progress they have made in using a variety of materials and approaches in their portraits. They draw recognisable images, adapting their work according to the view they have of it. Similar progress can be seen in pupils' use of viewfinders. In Year 2, pupils used a viewfinder to find a small part of a well-known painting that they could copy. Again, pencil work was combined well with colour to convey clear images, similar to the originals. Older pupils in Year 4 used viewfinders to explore and convey the atmosphere and mood of a dream in the styles of Marc Chagall and Salvador Dali. Pupils use a digital camera to find appropriate images for their background, and show that they can combine visual and tactile qualities, including colour, shape and texture to achieve the desired effects. They are able to describe the surrealist style of art they are undertaking, and show good knowledge of the artists they are studying.
102. Although limited art and design lessons were seen, evidence suggests that the quality of teaching is at least good. Pupils' portfolios and work around the school show a good variety of styles, materials and processes. Teachers plan lessons well, using good, well structured range of activities. This enables pupils to try many different styles, and to have a good breadth of experience. Skills are systematically developed through concentration on observation skills and through practising and improving their work. At Key Stage 1, pupils have undertaken paintings and drawings in the style of van Gogh and many other artists. Teachers foster good learning through the use of correct artistic vocabulary and by modelling and demonstrating tasks well. The curriculum is effectively supported by whole-day art activities, such as a 'brass rubbing day', and a 'ceramics' artist visit, which successfully enhance provision in all year groups. Good presentation and display of artwork are real strengths. Pupils at both key stages are given many good opportunities to complete three-dimensional work of a high standard.
103. The new co-ordinator has made a good start in her role and is supporting her colleagues to good effect. Effective portfolios have been established, showing good progress over time. The new policy and scheme of work are being used well to improve provision and standards. There has, as yet, been little monitoring of teaching and learning, but the co-ordinator has rightly identified the need for this as part of her development plan. Teachers know their pupils well, but there is a lack

of formal assessment and recording procedures to inform future planning and to ensure that work is accurately matched to the individual ability of the pupils.

DESIGN AND TECHNOLOGY

104. Pupils make satisfactory progress and the majority attain standards that meet the national expectation at the end of both key stages. This represents a decline in standards since the last inspection when they were judged to be very good. Whilst pupils are good at designing and making, the decline is due to insufficient emphasis being given to evaluating and improving pupils own models and commercially made artefacts. Pupils with special educational needs enjoy design and technology and make similar progress to other pupils.
105. By the end of Year 2 pupils have had some good experiences of designing and making models, such as shadow puppets, wheeled vehicles with an emphasis on axle construction and designing a pair of sunglasses. These are often skilfully linked with other subjects such as history and ICT. In one topic based on the story of “The Lighthouse Keepers Lunch”, pupils designed and made a lighthouse. They successfully incorporate food technology by preparing a lunch for the lighthouse keeper with an appropriate method for transporting the meal from the mainland across open sea. Pupils confidently discuss their designs and the materials used for their construction, describing how their models could be improved by using stronger materials, different adhesives or by taking more care in measuring and cutting out. This evaluation and improvement stage, however, is often missed in many lessons.
106. By the end of Year 6, pupils have had experience of an appropriate range of activities. Pupils in Year 3 produce models with moving parts propelled by pneumatics, whilst in Year 4 pupils are given suitable opportunities to construct various motorised vehicles. Pupils in Year 6 design and make various fairground rides using pulleys. Other activities include designing and making musical instruments, a picture frame, a pop up toy using the principle of a cam shaft, decorated pottery after the style of Claris Cliffe and fish made from wire. Pupils discuss their work enthusiastically and show good speaking skills. They retain and recall previously learnt knowledge well. Pupils understand well how to design and make their models, explaining clearly, for example, the principles of a camshaft as a working model. As with the younger pupils they readily discuss how to improve their models when questioned, but teachers’ planning allows insufficient time, in lessons, for pupils to evaluate their work thoroughly.
107. Teaching throughout the school is always at least satisfactory, and occasionally good. Very good teaching was observed in a food technology lesson for older pupils. The teacher had prepared thoroughly by organising parent helpers to come in and help and there was an appropriate emphasis on hygiene and the need to follow instructions carefully. Very good direct teaching took place to ensure the correct skills were learned and all pupils improved by learning from the mistakes of others. A good plenary session consolidated the very good learning. In another lesson pupils designed and made a sweet box. They learned the importance of accurate measurement and how to construct a net to make a three dimensional shape. Pupils show appropriate co-operative skills and their behaviour is always good. They have a satisfactory understanding of safety procedures and use the tools and materials correctly. These factors have a positive impact on pupils’ learning and the standards achieved.
108. The co-ordinator provides appropriate support for her colleagues and has built up a good range of tools and consumable resources. The policy document has some omissions and needs revising to emphasise the need to evaluate and improve models in particular. Teachers generally know their pupils well, but there are no effective formal assessment and recording procedures to inform future planning, and to ensure that work is accurately matched to the needs of individual pupils. The co-ordinator evaluates planning and completed work, but has not been given opportunities to share best practice by working alongside colleagues in the classroom.

GEOGRAPHY

109. The majority of pupils build effectively upon the good experiences provided in the reception classes and attain standards that exceed the national expectation. This is a significant improvement from the previous inspection, when standards were found to be broadly in line with national expectations. Pupils at Key Stage 1 have a good knowledge of geographical facts and recognise, for example, the sorts of equipment and clothing that people would need on a walking holiday in the Lake District. They have a good knowledge of the United Kingdom and the majority can quickly and confidently locate Frimley and major cities on a map of the United Kingdom. Higher attaining pupils know, for example, that the Lake District is in the North of England. They access meteorological data, using the Internet, and identify reasons why the weather in the north of England will tend to be cooler and wetter than it is in Frimley. They know and understand that rainfall is caused when moist air is forced to rise as it passes over high land. Pupils in a Year 3 class can also identify, with great confidence, that the nearest weather station to the school is situated at Heathrow Airport. They know how environments change over time, recognise positive and negative aspects of the local area, and suggest sensible improvements.
110. Pupils at Key Stage 2 generally make good progress and, by the end of Year 6, the majority attain standards that are well above the national expectation. This is a better standard than that found in the previous inspection. Pupils in Year 4 have a good understanding of the similarities and differences between houses in southern England and the houses found in a village in India. They explain correctly why different materials are used and higher attaining pupils are beginning to gain an appreciation of the impact of geographical factors on human behaviour. A group of more able pupils made good links, with effective support from the teacher, between aspects of physical geography and the economic decisions that people make in different localities. Pupils in Year 5 have a very good knowledge and understanding of rivers and the erosive action of water. They know, for example, that sedimentary rocks occur in layers and that rivers can be very destructive as they wear away weaker strata. Pupils in Year 6 have very good mapping skills, but it is their appreciation and interpretation of the geographical factors that lead to particular patterns of human and economic behaviour that is so impressive. Pupils in another Year 6 class can name all the continents of the world, can identify valid reasons why Europe is highly populated and know the names of many European capitals. Higher attaining pupils know the meaning of hemispheres and understand that the equator is an imaginary line around the earth.
111. Teaching is good overall, but spans the range from satisfactory to very good. In better lessons, teachers have very good subject knowledge and are able to answer correctly the complex and often challenging questions posed by some of the higher attaining pupils, and to set tasks that lead to a growth of knowledge and understanding. In one lesson judged to be satisfactory overall, the teacher lacked appropriate subject knowledge and after an interesting and well-presented introduction, set a task for all pupils that provided insufficient challenge. Pupils enjoy their studies in the subject and are proud of their highly developed knowledge and understanding of the world. They talk about their work with great enthusiasm and have very good recall of the activities completed. The curriculum is broad and balanced and good emphasis is given to local study and fieldwork. Good use is made of ICT applications and there are numerous good opportunities for pupils to apply their literacy and numeracy skills.
112. The management of the subject is good overall and the co-ordinator has a good understanding of the future needs of the subject. Assessment procedures are currently weak and there is no effective mechanism to support teachers when they are planning work that will provide sufficient challenge to the range of abilities found in almost all classes. There is an appropriate policy statement, but more detail is required to support less confident colleagues in how the subject is to be taught, particularly to higher attaining pupils and those with special educational needs. Insufficient opportunities have been provided, to date, to enable the co-ordinator to work alongside colleagues and to share best practice.

HISTORY

113. Pupils make good progress throughout the school and the majority of pupils attain good standards by the end of Key Stage 1 and very good standards by the end of Key Stage 2. This is a significant improvement from the previous inspection, when standards were found to be broadly in line with national expectations. Pupils with special educational needs make good progress and are supported well by learning assistants.
114. At Key Stage 1, pupils recognise the distinction between the past and the present by looking at Victorian toys and comparing them with toys today. They are beginning to gain a good understanding of chronology by placing toys in order on a timeline. They plan sensibly how to set up a class museum of toys and discuss with their teacher how to group and label the toys, to good effect. They examine the household equipment of fifty years ago and compare and contrast them with kitchen utensils today. They listen to stories about figures from history, such as Grace Darling, and stories in the literacy hour often refer to people in the past.
115. Pupils in Year 3 learn, in detail, about the Victorians and their way of life. They show a good knowledge and understanding of the conditions endured by Victorian working children and the differences between the lives of the rich and poor. This makes a good contribution to the pupils' moral and social development. Pupils access information on the Internet from the Public Records Office and use this information well to investigate how aspects in the local area have changed over a period of time. Pupils in Year 4 examine the reasons behind the Roman invasion of Britain and gain a very good understanding of how the Romans shaped British society by their settlement. Pupils in Year 5 study the Ancient Egyptians and learn to understand in great detail the importance of the River Nile to them. They understand very well the significance to ancient peoples of their gods and goddesses and of their view of the world thousands of years ago. Pupils in Year 6 learn about the Tudors in very great detail and examine many aspects of the period. There are good links with art and design when pupils look at the work of Tudor painters and how powerful people are represented. They study the lives of Henry VIII and his six wives and the impact of the explorations of Drake and Raleigh, to very good effect.
116. Work in history is greatly enhanced by visits to such places as Hampton Court, the British Museum, Farnham Museum and a trip by canal boat on the Kennet and Avon Canal. The education officer from a local museum brings toys and artefacts for the Key Stage 1 pupils to study, which enhances the learning of the pupils. Some appropriate uses of ICT, particularly the Internet, are made in all study units of history. Pupils use a wide range of sources of information to develop their enquiry skills and pupils are taught, particularly at the top of Key Stage 2, to identify different ways in which the past is represented.
117. Overall the teaching of history is good. It ranges from satisfactory to good in Key Stage 1 and satisfactory to very good in Key Stage 2. Teachers plan their work well and the requirements of the National Curriculum are fully met within a cycle of topics. Good use is made of displays and time-lines in classrooms, which provide a rich stimulus for pupils and sometimes pose questions for pupils to answer. There are no effective formal procedures for assessing and recording the progress made or the attainment of individual pupils and, as a result, it is not always possible to match work accurately to their individual needs. In most lessons all pupils complete the same task and differentiation is largely by the teacher's expectation of the outcome. This is a weakness.
118. Pupils' attitudes to learning are very positive. They show great interest and most behave very well in class. They discuss issues confidently, listen well to each other's comments and contributions, and respond well to the activities set. They present their work neatly, particularly at the end of Key Stage 2.
119. The co-ordinator has great enthusiasm and a good knowledge and understanding of the subject. She shows a good awareness of the future developments that are required to raise existing standards to still higher levels. She monitors planning and the outcomes of lessons effectively, but has not yet been given opportunities either to monitor the quality of teaching and learning, or to share best practice by working alongside her colleagues.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Pupils' standards of attainment match those expected in Year 2 and Year 6, and in the skills of word processing they are above average through the school. Since the vast majority of pupils attain the standards expected, this makes the school's overall standard good, as a higher than average proportion of pupils are reaching the expected level. This is an improvement on the satisfactory standards reported at the previous inspection.
121. Pupils develop a range of appropriate skills to enable them to present their ideas in text, tables, graphs and pictures. By the end of Year 2, pupils type their stories and poems directly on to the computer, effectively correcting and re-drafting their work as they go. Pupils' good knowledge of the tools available to correct their work is well developed, so that in Year 4 pupils confidently use a variety of methods in their re-drafting, and they change the style and size of text to fit the purpose of the task. By Year 6, pupils have learnt how to merge text and graphics to develop sophisticated presentations, with moving pictures and captions. All pupils in the class observed worked confidently at creating their own presentation of a topic of their own choice.
122. Pupils make good progress in developing the skills of data handling so that in Year 1 pupils used a variety of computer generated graphs to present information they had collected on children's favourite foods, for example. In Year 5, pupils are able to present information using tables, graphs and pie charts. They interrogate the data and explain which form of presentation is the most useful for clarity of understanding. The more able pupils in Year 5 have been introduced to spreadsheets and have very quickly realised the power of the computer in working out calculations once they have developed a formula to help them.
123. Pupils have a good appreciation of the uses of information and communication technology, and in Year 2 pupils have sent e-mails to an author of children's books as part of their work in English. In Years 5 and 6, pupils are using information gathered from the Internet to do research in history and geography. The skills of controlling devices are satisfactorily promoted in Year 2 through the use of a floor robot, and older pupils develop sound skills in using computer turtles.
124. The provision for ICT has considerably improved since the previous inspection. All teachers have now attended the government recommended training scheme linked to the National Grid for Learning initiative. This has resulted in greater expertise and confidence in teaching. The school has also created a new computer suite that has enough computers for each child in a class to sit at their own machine. This means that pupils are given regular opportunities to experiment and develop new skills and consolidate learning. The suite has only been in use this term, but it is already having a dramatic impact on the speed of pupils learning. These two factors have considerably improved the quality of teaching and learning through the school resulting in the very good gains in learning observed in many lessons. Pupils' good learning is also the result of their interest and very good levels of concentration. Pupils of all ages from reception to Year 6 are very enthusiastic about visiting the computer suite and they quickly acquire new skills and knowledge.
125. The quality of teaching is good overall. This is an improvement on that provided before the time-tabled lessons in the computer suite, because previously, pupils in different classes, within the same year, did not always receive the same levels of opportunity. This was partly due to the differences of equipment in classes, partly to the different methods used by different teachers to manage ICT and partly due to differences in subject confidence and expertise. These differences have now largely been addressed. Particular strengths of the teaching observed were the good levels of preparation made before going to the suite. In Year 6, for example, pupils had already gathered the information they wanted to present as part of their multi-media presentation. The teacher had also prepared them well by introducing the different skills they would require and enabling them to practise them so that, once they started their own presentations, the pace and productivity in the lesson was very good. Lessons are often well structured and this ensures that knowledge and skills develop systematically and build steadily. In all lessons in the computer suite, teachers and pupils benefit from the support of a resident technician. She is very

knowledgeable and provides good levels of help and guidance. She works well with staff and gives sensitive support to those who are less confident. Where teaching is less effective, teachers do not always have a sufficiently clear objective for the pupils' learning. In some lessons observed insufficient use was made of the plenary session to discuss what pupils had learnt so that they could clarify their ideas and share their experiences.

126. Teachers make appropriate use of ICT in many other subjects to support pupils' learning. It is well used in literacy lessons. Its use in mathematics is satisfactory, and in science, computer generated graphs are regularly used to present data, such as pulse rate and heart beats in Year 5. Pupils in Year 4 used their ability to develop a variety of styles, colour and sizes of font to good effect when creating labels for sweet packaging as part of their lesson in DT.
127. The co-ordinator provides good leadership in the development of ICT throughout the school. She has carefully monitored the changes made and created her own effective action plan for the priorities for further improvement. She has started to evaluate the quality of pupils' learning through her discussions with pupils in Years 2, 4 and 6, but there are no formal systems in place as yet. The co-ordinator plans to work with staff from next half term to provide support, and as an informal method of monitoring the quality of teaching. There are not, as yet, effective whole-school procedures for assessing pupils' attainment in ICT and for monitoring their progress. In some classes, pupils are encouraged to evaluate their own progress in completing a task, but this is not general practice. Resources for the subject are good. There is now a very positive ratio of pupils to each computer. Pupils' learning has considerably benefited from the greater opportunities to work regularly at a computer on their own.

MODERN FOREIGN LANGUAGES

128. Pupils in Years 5 and 6 are taught French, to very good effect, by a specialist member of the foreign language staff at the nearby secondary school. Pupils' are making very good progress and are achieving very good standards in the subject. This provision makes a very positive contribution to pupils' knowledge and understanding of another European culture.

MUSIC

129. Standards in music across the school are above expectations and pupils achieve well in lessons. They make consistently good progress and, where lessons are taught by the co-ordinator, progress is very good. This is a similar picture to the last inspection. Progress in composing is very good and leads to high standards.
130. Pupils enjoy their music-making activities and join in with enthusiasm. The tuition provided by visiting specialist teachers in a wide range of instruments, is a strength and enhances provision for pupils of all ages. Younger pupils explore sounds and rhythms well through the use of simple percussion, and sing familiar songs with enjoyment. They compose simple pieces by making sounds with their hands competently, and follow instructions very well to make their sounds loud or soft. They stop and start on request and listen well to the contributions of others. Many are able to repeat a given rhythm and create a simple rhythm themselves for others to follow. They learn about the musical elements of pitch, duration and tempo, and use them well in their compositions. They sing with enthusiasm and keep time well.
131. Older pupils have mature attitudes to their musical activities. They create percussion parts to develop a mood, working very well in small groups, discussing, testing and then improving their compositions. They compose very good mood pieces which others comment on constructively. They play instruments with control and rhythmic accuracy. They listen well, with good attention to detail. Pupils across Key Stage 2 enjoy singing. They sing in tune and work hard to improve their performances. They explore and explain their feelings about their music. Their skills and knowledge are good. For example, pupils in Year 6 know how to change a sound by changing the beat and by changing pitch. They explained clearly the meaning of 'vibration'. In one very good lesson, pupils in Year 6 showed high levels of confidence as they described their mood music as 'dramatic' or 'peaceful'. Many can read notation and play instruments accurately from a simple score. They follow a conductor very well and take turns to conduct each other. They sing well in assemblies, holding a tune very well.

132. The quality of teaching in music is good. It is very good when taught by the co-ordinator. At these times, the musical experiences offered are of high quality, with many opportunities to sing, play, improve and evaluate the work undertaken. In other lessons, teachers benefit from good support by the co-ordinator. Under her guidance, good structure has been put into lessons so that pupils are able to improve their skills on a regular basis. The main features of better lessons are the good behaviour management and the high quality relationships that lead to very positive attitudes and very rapid learning.
133. The quality of musical activities at the school varies in relation to the time of year. During the inspection there was little additional musical activity to enrich pupils' learning. However, photographic and planning evidence shows that pupils in all year groups have opportunities to take part in dramatic musical concerts, such as at Christmas and Easter, and during local festivals. Pupils in all key stages perform Christmas concerts for their parents annually. Pupils in Year 2 and Year 6 take part in local music festivals each year.
134. A small range of visiting musicians, including a drummer and a harpist, have held whole-day workshops for all pupils. Cultural provision within music is satisfactory. For example, last year pupils in Key Stage 1 performed a concert linked to songs around the world. Opportunities for pupils to listen to music from other countries is limited, however, and not enough instruments are in place to reflect other cultures. Assessment procedures have yet to be established to enable pupils' progress to be monitored accurately. The subject is well led, however, and the co-ordinator has a clear vision for the further development of the subject. Effective support is offered to other teachers to enable them to develop their own musical abilities. This represents good practice and is helping to improve the quality of teaching and learning in all year groups.

PHYSICAL EDUCATION

135. During the inspection, lessons were only seen in gymnastics and games. However, evidence was also gained from school planning and recording documents, and from discussions with staff and pupils. This evidence shows that pupils make satisfactory progress and that standards are in line with the national expectations at the end of both key stages. This is a similar situation to that found in the previous inspection.
136. In work seen during the inspection, standards were at the expectation in gymnastics and games. Older, higher attaining pupils produce skilful sequences in soccer as a result of good teaching, some of it in extra-curricular sessions led by the co-ordinator, by the caretaker and by specialists engaged by the school. Contributory factors are effective links with the community and good coaching by a range of adults. As a result, there are satisfactory opportunities for older pupils to sharpen their skills in football and netball. Pupils reach satisfactory standards in competitive sport and those in Year 6 enjoy residential visits that develop skills in adventurous pursuits. There are suitable opportunities for swimming in a nearby pool and by the end of Year 6 the majority of pupils can complete 25 metres. The satisfactory gains in learning are also helped by pupils' positive attitudes. They listen carefully to instructions and try their best. For example, a Year 6 class produced a good sequence of movements in the gym as a result of paying careful attention to what was required.
137. The quality of teaching is satisfactory overall, but at both key stages curricular arrangements limit effectiveness. There is, for example, no detailed scheme of work to guide teachers in their planning, particularly those who lack confidence and subject expertise. The teaching of games, however, is often good. Learning objectives are clear, expectations of work and behaviour are usually high and teachers present interesting tasks that enable pupils to make suitable progress. The teaching of gymnastics is less effective mainly because of a general lack of subject expertise.
138. The management of the subject is satisfactory overall. The newly appointed subject co-ordinator has a clear rationale for the subject and is aware of the need to develop detailed schemes of work. However, insufficient opportunities have been provided for him to monitor teaching and planning,

and to share best practice by working alongside colleagues. There are no effective formal assessment and recording procedures and, as a result, teachers are unable to plan effectively for the wide range of activities and abilities that exist.