

INSPECTION REPORT

COLERNE CE PRIMARY SCHOOL

Chippenham

LEA area: Wiltshire

Unique reference number: 126316

Headteacher: Mrs A Orme

Reporting inspector: Mrs Georgina Beasley
27899

Dates of inspection: 17th - 20th June 2002

Inspection number: 196301

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:	Community Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Quarry lane Colerne Wiltshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Rogers
Date of previous inspection:	14 th - 17 th July 1997

INFORMATION ABOUT THE INSPECTION TEAM

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27899	Mrs G Beasley	Registered inspector	Information and communication technology Music	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Key Issues for action
13911	Mrs J Gallichan	Lay inspector		Pupils' welfare, health and safety Partnership with parents and carers
22729	Mr R Arnold		Science Design technology Equal opportunities	The resource centre for pupils with Special educational needs
4099	Mr R Braithwaite		Mathematics Geography History	Leadership and management
25074	Mrs J Cox	Team inspector	English Physical education Special educational needs	The quality and range of opportunities for learning
21992	Mrs J Newing	Team inspector	Foundation Stage Religious Education Art and design	Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Colerne CE Primary is a community school, which caters for 245 boys and girls, aged 4 - 11, who attend full time. This includes a Resource Centre for up to twelve pupils who live in Wiltshire and who have specific learning difficulties. Overall pupils' attainment when they join the reception classes is average. About half of the children come from the village and half come from a local military base close by. There is a constant stream of pupils who start and leave the school when they are older and many of these have been to more than one school. The attainment of these pupils when they start the school is variable and overall it is average. Across the school, 57 pupils have been identified as having special educational needs, for a variety of reasons. Nine pupils have a statement of their special educational needs, eight of whom attend the Resource Centre and join mainstream classes for most lessons. All pupils are from white UK background except one pupil who is Chinese. All pupils speak English as their home language. There are seven pupils eligible for free school meals, a well below average number, but this figure does not reflect accurately the pupils' social backgrounds, which is average overall.

HOW GOOD THE SCHOOL IS

This is a very effective school, which is giving pupils a very good education. Pupils are encouraged to enjoy their work, but they are also challenged to do their best. Standards are much higher than you would normally see in similar schools and pupils achieve very well. This is due to the very good quality of teaching and high expectations of all staff working in the school. Teachers ensure that the necessary support and challenge is present so that all pupils are fully involved in all aspects of school life. The leadership and management of the school are very good and precise procedures support all aspects of the school's work very well. The learning environment is impressive and reflects the excellent relationships and values the school promotes. Pupils have high levels of independence and initiative because they are very clear about what is expected. The school gives very good value for money.

What the school does well

- Standards in English, mathematics, science and design technology are well above average by the end of Year 6 and are above average in physical education (PE).
- The quality of teaching is very good and enables pupils to achieve very well.
- Leadership and management are very good and foster the very positive learning environment and clear priorities for improvement.
- The very good provision for pupils' spiritual and moral development and excellent provision for their social development fosters the excellent relationships and the very positive attitudes, behaviour and personal development of all pupils.
- Provision for pupils with special educational needs is very good.
- Very good assessment information is used very effectively to challenge the higher attaining pupils.

What could be improved

- Standards in geography and music at the end of Year 6.
- The use of information and communication technology (ICT) to support learning in other subjects

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

The school has already identified the improvements noted above in the school development plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the previous inspection in 1997. Standards have risen dramatically especially in English, mathematics and science due to the very good teaching and learning the school promotes. Pupils now have very good attitudes to their learning. The school's improved emphasis on pupils' personal development means that they all have a very clear knowledge and understanding of their own learning needs and the impact of their actions on others. The excellent relationships reflect the ethos of mutual respect, which permeates the school. There has been significant improvement in the leadership and management of the school, and these are now very good overall. The head teacher motivates all staff and

pupils to do their best and this means that everyone is dedicated and determined to succeed. The school is very well placed to improve further.

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	B	C	A	A
Mathematics	B	C	B	A
Science	A	B	A	A

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

Children start the reception year with average levels of attainment. They make satisfactory progress in the reception classes and the majority attain the early learning goals (the nationally expected standards) in all areas of learning. A small group of children exceed these, particularly in reading. All children make good progress in developing their personal and social skills.

Pupils achieve well in Years 1 and 2. They attained above average results in reading, writing and mathematics in the 2001 national tests at the end of Year 2. Standards seen during the inspection confirm the above average results in reading and writing although pupils' attainment in mathematics in the current Year 2 is only average. This is because there are more pupils in this year group who have left the school or transferred from different schools during the year. Standards in science are above average. This is due to the strong emphasis placed on pupils learning through direct observation and investigation. Pupils are expected to think carefully about what is happening and why, and this encourages them to develop suitable scientific enquiry skills. Pupils make good progress in design technology and PE and standards are above those expected. Standards in ICT, art and design, history, geography and music are as expected. Standards in religious education (RE) meet the expectations of the scheme used by most schools in Wiltshire. Overall good standards have been maintained since the previous inspection.

Pupils' achievement in Years 3, 3, 5 and 6 is very good. This is confirmed by the very good and improving results in national tests. The school sets challenging targets and it always meets these and sometimes exceeds them. This is mostly due to the consistently very good and sometimes excellent teaching, particularly in the Year 3/4 class and 5/6 classes. Standards at the end of Year 6 are well above average in English, mathematics and science. The challenge presented to higher attaining pupils, in particular, enables them to attain the higher level 5 in all three subjects. Pupils with special educational needs are very well supported in lessons, and when they work in small groups in the Resource Centre. This means that some attain average standards, a real achievement for this group of pupils. Standards in design technology are well above average helped by the strong curriculum link with science. Pupils evaluate their work carefully and help each other to identify how they can make it better. Standards in PE are above average while standards in art and design, history, RE and ICT are at the expected levels. Standards in music and geography are below those expected at the end of Year 6. The reason for this is that after Year 5, the school heavily emphasises the teaching of English, mathematics and science and gives a considerable amount of the curriculum time to this. As a consequence, pupils in Year 6 have received almost no geography and music in this school year, although some is planned for the end of this term. Overall standards have risen and are good overall. This is despite the large number of pupils with average standards who join the school at different times.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to learning. They work very well together in small groups and pairs to develop ideas and agree strategies.
Behaviour, in and out of classrooms	Pupils behave very well in lessons and respond positively at all times. Behaviour on the playground is very good. The 'friendship stop' is taken seriously by all pupils who make sure that everyone has someone to play with at all times.
Personal development and relationships	Pupils' personal development is very good. They have very good levels of independence and use their initiative to a high standard in response to the high expectations placed on them by the school. Relationships across the school are excellent. Pupils' value of each other's work and feelings is reflected in the positive way they evaluate and guide each other's contributions in lessons.
Attendance	Well above average. Pupils are keen to arrive to school on time.

The school places great emphasis on pupils' personal development and this is particularly well demonstrated in the independent way that pupils run their class council meetings. Due to the very open atmosphere created by the school, pupils discuss issues with remarkable frankness, knowing that their opinions will be listened to and valued. Pupils therefore have high levels of confidence, independence and initiative. All this makes sure that pupils arriving at different times settle quickly.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Very 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 is very good overall. No unsatisfactory teaching was seen. Very good and excellent teaching was seen across the school.

Teaching in the Reception classes is satisfactory. When the teachers work with the children in smaller groups, the teaching is good because of the focus given to what teachers want the children to learn. When there is not direct teacher intervention, the planning concentrates too much on what the children will be doing in activities rather than on what they will be learning. Adult support is not always used effectively at these times. Teaching of personal, social and emotional development is good and the children are developing good levels of independence, reflected in their ability to find their own resources for activities. Teachers' high expectations ensure that the children take care of their personal needs well and play very co-operatively in group activities.

Teaching in Years 1 and 2 is good and very good in Years 3, 4, 5 and 6. There are a number of significant strengths demonstrated particularly by teachers of the oldest pupils. Teachers have very high expectations and this is reflected in the challenging activities that are presented to pupils. Higher attaining pupils make very good gains in their learning, which is an improvement since the previous inspection, which found that this group of pupils was not being challenged enough. Teachers give pupils space to think things through and to try to have a go at solving problems independently before intervening at suitable moments with very well focused and directed questions, which spark their thinking further.

Pupils' self evaluation of their own and other's learning plays a major part in all lessons. This aspect makes pupils think carefully about how they have approached their work as well as the outcomes.

Because they are used to working in groups, and pairs, pupils support each other extremely well to identify what they need to do next to make improvements. Marking is detailed and gives pupils very clear guidance on what they need to do next. All this means that pupils have a very good understanding of their own learning. Very good assessment procedures have been developed to identify quickly the levels pupils are working at and to plan work to challenge and extend their learning. This is a particular help to support pupils who join the school at different times. Pupils with special educational needs are given very effective help in lessons and the support is focused precisely on what needs to be done to enable these pupils to achieve the targets identified on their individual education plans. There is some lack of confidence and expertise in some subjects by some teachers and the school has detailed plans on how to improve this over the next twelve months. Teachers' subject knowledge is good overall but there are weaknesses for some staff in their confidence in teaching music and ICT. Homework is used very effectively to extend learning in a number of subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a rich curriculum that is broad, and is enhanced by good links with the local community. In many ways it is very good, but the emphasis given to English, mathematics and science in Year 6 means that these pupils do not always get a balanced diet of subjects. The school's strategy for literacy is very good and for mathematics it is good. The excellent personal, social and health education scheme gives pupils an excellent understanding of what they need to do to lead a healthy life.
Provision for pupils with special educational needs	Very good support, in class and in the Resource Centre, ensures pupils make very good progress in lessons and when withdrawn in small groups to work on targets identified in their individual education plans. The provision is managed very well. There is very good liaison between the school and visiting specialists.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides very well for pupils' spiritual and moral development. Provision for cultural development is satisfactory. Provision for social development is excellent and fosters the excellent relationships and mutual respect in the school.
How well the school cares for its pupils	Very good attention is paid to all aspects of pupils' care and welfare. Assessment procedures are very comprehensive and used very effectively to provide challenging work for higher attaining pupils and to match work quickly and accurately to the needs of all pupils in the school.

Parents' interest and involvement in the life of the school and their children's progress have a positive impact on learning. The school works hard to communicate effectively with parents and provides them with regular, good quality information. Parents' views about many aspects of the school's work are very positive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The head teacher gives very strong and purposeful leadership and fosters high expectations from staff, governors, pupils and parents. The deputy headteacher, senior staff and subject co-ordinators provide very clear leadership in their subjects and responsibilities.
How well the governors fulfil their responsibilities	The governors are very supportive and fulfil their statutory responsibilities very effectively. They have a good appreciation of the school's strengths and weaknesses and monitor the work of the school closely to help identify areas for improvement and raise standards further.
The school's evaluation of its performance	Very good. The school has comprehensive systems for evaluating its own performance and putting into place effective strategies for improvement. All members of staff contribute positively and openly to these procedures and are constantly looking for ways to raise standards further.
The strategic use of resources	Good overall. Financial planning is very good and makes sure that the priorities for improvement are fully supported. The level of support in the reception classes is not used effectively to support learning in all lessons. The school considers the principles of best value very carefully when planning and reviewing spending.

The school has a suitable number of teachers and teaching assistants to meet the demands of the curriculum and pupils' needs. All staff give very good support in lessons. They work very well as a dedicated, enthusiastic and hardworking team who are committed to providing the best they can for all pupils. The school is facing serious recruitment problems and does not have enough lunchtime supervisors currently. This will get worse in September when another assistant is leaving. The school makes sure that pupils are supervised to suitable levels and given the support and time they need, through senior staff undertaking lunchtime duties themselves. The accommodation is very good. Resources for learning are good in most subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like going to school and make good progress. • The school is well led and managed and is helping their children to become mature and responsible. • Behaviour in school is good. • Teaching is good and their children are expected to work hard and achieve their best. 	<ul style="list-style-type: none"> • Many parents feel that the range of extra curricular clubs should be improved. • Some feel the school does not work closely enough with parents. • Some feel they need better information about how well their children are getting on. • A few parents expressed concern about the particular emphasis given to English, mathematics and science especially in Year 6.

Parents are pleased with many aspects of the work of the school and recognise the many improvements made since the last inspection. They are pleased that standards in English, mathematics and science have improved substantially, but a few feel this is at the expense of other subjects. Inspectors fully endorse parents' positive views and agree that the curriculum is too narrow in Year 6. There are a satisfactory number and range of extra curricular clubs. The school is looking at ways to improve this. Information provided for parents is good. In comparison to schools generally, the school works well with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There has been significant improvement in standards since the previous inspection and overall they are now well above those expected by the end of Year 6. There has been very good improvement in English, mathematics, science and design technology and good improvement in ICT, art and design and PE. Standards have been maintained in all other subjects except in music, which has declined. Although standards have not fallen in geography, there has been no observable improvement. Achievement by all pupils is very good. This includes those pupils who joined the school in reception, those who have been to more than one school, higher attaining pupils and those with special educational needs.
2. Children enter the reception classes with a broad range of attainment, but it is average overall in all areas of learning. The children make satisfactory progress and by the end of the reception year, they reach expected standards for children of their age. A small group do better than expected especially in their early reading skills. Good progress is made in personal, social and emotional development and the children are developing good levels of independence and self-confidence. They are able to look after their own personal needs well and play very co-operatively when working together in lessons or playing outside. Pupils who join the school from other schools, usually forces schools, start with a very broad range of experiences. They make very good progress overall to achieve similar standards to their peers. Pupils who attend the Resource Centre for pupils with specific learning difficulties also achieve very well. Despite their learning difficulties, a small group attain average levels due to the very good focused support they receive in lessons and when withdrawn to work in small groups on individual targets.
3. Results of the national tests for seven year olds in 2001 were above average in reading, writing and mathematics. Teacher assessments show that pupils in Year 2 attain above average standards in science. Inspection evidence shows that standards by the end of the current Year 2 are above average in reading, writing and science and average in mathematics. Progress is better this year due to better teaching. Standards have risen overall in the last three years and the school is particularly successful in making sure that more pupils achieve well at the expected level. This gives them a good base on which to build during their time in Years 3, 4, 5 and 6. Higher attaining pupils are presented with high levels of challenge so that they attain high standards. All pupils make good progress in Years 1 and 2 and achieve well in comparison to their earlier attainment.
4. Standards at the end of Year 6 have risen steadily over the last four years and national test results in 2001 in English, mathematics and science were well above average when compared to the national average and to similar schools, (schools that have the same social mix). A greater number of Year 6 pupils than usual attained the higher level 5 in all three subjects. This is because of teachers' very high expectations and the high degree of challenge presented in lessons, especially in Year 6. This is very good improvement since the previous inspection when higher attaining pupils were not being challenged enough. Inspection evidence confirms that standards by the end of Year 6 are well above average in English, mathematics and science. The results of pupils with special educational needs who attend the Resource Centre are included in the figures and this is a greater number than would normally be seen in Year 6 classes. Pupils with special educational needs make very good gains in their learning and due to the very good support, many achieve average levels. About half of the current Year 6 joined the school later than Reception and the fact that they can achieve so well and so quickly is a reflection on the school's 'can do' approach. All pupils achieve very well.
5. Pupils have very good literacy skills. Pupils have very good speaking and listening skills by the time they leave the school. They debate and discuss issues to a high standard. They listen to

each other's point of view before expressing their own opinions to the rest of the class confidently and articulately. Pupils talk happily about books and read with expression and understanding. Most pupils infer from the text what will happen next and express opinions about their favourite authors. By the end of Year 6, pupils use the classification system in the library successfully, to find information quickly from the relevant reference book. Some of the writing produced is of a very high quality. Pupils' use of rich vocabulary gives their writing interest and suits the purpose very well. Spelling and handwriting are good by the end of Year 6.

6. Pupils' numeracy skills are very good. They use these to calculate quickly and apply their skills in solving sometimes very challenging problems. Data handling is not so well developed and there is a missed opportunity for pupils to record scientific results in graphical form in younger classes. Pupils are developing computer skills very rapidly due to the recent improvement in the number and quality of computers. They are familiar with the keyboard and the youngest pupils already save and print their work independently. Older pupils have written books to motivate younger readers and used PowerPoint to present these in an interesting and imaginative way.
7. Pupils with special educational needs make very good progress towards achieving the targets set for them. They achieve very well, relative to their slightly lower starting levels. The very effective systems for identifying the needs of these pupils enable the co-ordinator to define relevant targets and support, both in lessons and in small groups outside normal lessons. A significant factor in the progress pupils make is the high quality support they receive. The nine pupils with a statement of special educational need achieve very well in all subjects because of very good quality support provided in lessons by the teacher and teaching assistants.
8. Standards in ICT are average at the end of Year 2 and Year 6. This represents good improvement since the previous inspection, which reported standards as below expectations at the end of Year 6. The recent improvement in the number and quality of computers means that pupils will now get more regular opportunity to use computers to develop their skills and support learning in other subjects.
9. Standards in design technology and PE are above those expected at the end of Year 2. A particular strength is the pupils' ability to evaluate their own and each other's work and to suggest ways on how they can make improvements. This means that pupils from the earliest age have a good knowledge of their own learning and what they need to do next to improve. There are close links between science and design technology and this means that lessons are practical and pupils learn through suitable investigation and enquiry. By the end of Year 6 pupils attain standards above those expected in PE and well above in design technology. Standards in geography and music meet expectations until pupils are in Year 6 when they are below those expected. Due to the school's decision not to teach these subjects until after the national tests, pupils do not build on their previous attainment in geographical and musical knowledge and skills as a result. All pupils, including those with special educational needs, make satisfactory progress in these subjects until it falters in Year 6. Standards in art and design, history and RE are at expected levels at the end of Year 2 and Year 6.

Pupils' attitudes, values and personal development

10. The school promotes successfully a set of values, which have a positive effect on pupils' attitudes, behaviour and personal development. Pupils have high self-esteem and confidently share views and opinions. The class and school councils provide very good opportunities for this to take place. Pupils chair and minute these meetings themselves, taking the lead in directing discussions and keeping everyone's attention focused on the matters being discussed. In one excellent lesson, a pupil in Year 2 confidently reinforced the lunchtime rules for the rest of the class when discussing ways to make sure that everyone did what they were supposed to do during these playtimes. There was very little intervention necessary from the teacher who obeyed the rules on when to

speak along with the rest of the pupils in the class. There has been very good improvement in this area since the last inspection.

11. Reception children start school with expected personal and social skills. They respond to the positive reinforcement from their teachers to develop good levels of self-confidence and self esteem. They play very co-operatively in lessons and when outside. They share and take turns with the toys and invite each other to join in with their games. They listen well to their teachers and due to the positive approach from adults, respond to questions politely, following the clear rules and routines on when to speak in lessons. They are developing good levels of independence and enjoy getting their own equipment and resources for their activities.
12. Throughout the school, pupils' attitudes to learning are very good. They enjoy school. The oldest pupils said, "The best thing about this school is the teachers, because they give you a good education and make learning fun". Some of the pupils expressing these opinions are in their fourth school. Pupils work very well in class, co-operating and supporting each other with their work. Pupils participate enthusiastically in lessons, answering questions, joining in discussions, evaluating each other's work, working collaboratively and independently as required. By the end of Year 6, pupils have a mature attitude to their work and to each other. They listen carefully to each other's point of view when negotiating who will do what in group work and give due consideration to this when reaching their decisions. Pupils with special educational needs are fully integrated into all aspects of the school's work and display the same positive attitude as other pupils.
13. Behaviour in lessons and on the playground is very good. Pupils play in friendship groups and no one is excluded. Pupils take their responsibilities to man the 'friendship stop' very seriously and make sure that no one is left alone unless they want to be. Parents rightly say that pupils behave well in lessons, around the school and in the playground. No bullying or aggressive behaviour was seen during the inspection and parents and pupils say that if it occurs it is minor and very rare. Pupils know that this will not be tolerated and have the confidence to talk to a teacher if there were problems. There have been no exclusions in the last few years. Older pupils act as prefects and are good role models as they move about the school, showing respect for property, other people and the environment.
14. Pupils respond very well to the many opportunities they are given to take responsibility. They prepare the hall for assembly, and are responsible for using the sound system and the overhead projector. They lead class and school council meetings very effectively reflecting the high levels of independence and initiative promoted successfully by the school. They welcome visitors to the school and show a caring attitude towards younger pupils. Excellent relationships are a considerable strength of the school between teachers and pupils and between the pupils themselves. Pupils treat each other with respect and have the same high standards of conduct expected by adults.
15. Pupils enjoy coming to school and attend regularly. Attendance levels are very good with unauthorised absence minimal: a good improvement since the last inspection when there was higher than average unauthorised absence. Pupils arrive at school promptly, keen to start the day's activities.

HOW WELL ARE PUPILS TAUGHT?

16. There has been very good improvement in the quality of teaching since the previous inspection and this is a significant strength of the school. The quality of teaching overall is judged to be very good due to the significant amount of good, very good and excellent teaching seen. The quality of teaching was consistently very good and excellent in the Year 3/4, and 5/6 classes. High levels of challenge are presented to pupils through very well planned activities, with the expectation that pupils will work together to solve quite difficult problems. Teachers are prepared to take risks

with the work that they present to pupils and this means that expectations are never too low and pupils have very good opportunities to develop their thinking. This reflects particular improvement since the last inspection in the provision for higher attaining pupils. Assessment information is used very effectively to direct astute questions at suitable moments. This provides support when necessary and diverts pupils' thinking in the right direction.

17. The expectation that pupils will evaluate and improve their own learning means that this has become a natural feature in lessons. It is particularly strong in the teaching of art and design and RE where teaching was good and in English, mathematics, science, PE and design technology where it was very good. Pupils challenge themselves and each other to make improvements to their work through constant evaluation when working together in groups. This makes a very good contribution to pupils' personal development and gives them very good insight to their own learning. Another strength of the good and very good teaching seen is the fact that learning objectives are clearly identified and shared with the pupils so that teacher and pupils are very clear about what it is they are to learn in lessons. This leads to focused teaching and helps pupils to concentrate and achieve very well. All pupils are regarded as individuals; higher attainers are continually challenged and pupils with special educational needs are given the help they need. Teachers' very good use of assessment ensures that pupils who join the school at different times are given appropriately matched work quickly and they make very good progress as a result. Excellent relationships and very good management of pupils help them to settle well. The interesting and varied activities motivate all pupils to play a full part in lessons. Homework is used very effectively to support learning in all subjects. The importance placed on reading in the younger classes is particularly beneficial to pupils' early reading skills.
18. The teaching in the reception classes is satisfactory. When the teachers work with the children in smaller groups, the teaching is good because of the focus given to what teachers want the children to learn. When there is not direct adult intervention, the unsupervised activities lack sufficient structure. The planning focuses too much on what the children will be doing in activities rather than on what they will be learning. Teachers make sure that pupils make a positive start to school through good emphasis on the development of their personal and social skills. Rules and routines are established early and pupils make good gains in their personal development. They are able to care for their needs independently. They play happily alongside each other and have formed very good relationships with each other and the adults working with them. They are confident to choose their own activities and are developing good levels of independence.
19. The teaching of literacy is very good. Pupils are given very good opportunities to talk about their work in many different subjects. Early reading strategies are taught well and pupils approach new reading material with confidence. Pupils' writing is thoughtful with due consideration to the audience. They are prompted to use varied vocabulary choices and to check their spelling and punctuation through very focused marking. The dialogue struck up between the teacher and pupil adds to the pupils' understanding of how they can improve their work. Research skills are fostered very well and pupils have good library skills. Teachers are beginning to use CD Rom and the Internet to help pupils develop their research skills further in a range of subjects.
20. The teaching of numeracy is very good. Pupils are asked to solve real life problems, which are very challenging. Pupils are expected to explain how they reached a particular answer and this allows the teacher to assess their thinking and plan the next steps in learning. For some pupils the level of work presented is too hard. Although desperate to succeed, some pupils sometimes struggle with some of the work. The range of strategies used by pupils indicate the very good understanding they have of the number system by the time they are in Year 6. Activities are interesting and this motivates pupils to take part. The 'Mars Challenge' is an example of this. The challenging questions asked by the teachers sparks the pupils' curiosity so that they are very keen to find the answer.

21. Teaching of pupils with special educational needs is very good. Work provided for them in literacy and numeracy lessons, is effectively matched to the targets identified in their individual education plans, and this results in them making very good progress. During the inspection teachers' planning usually indicated specific work for pupils with special educational needs. All staff handle the very small number of pupils who have emotional and behavioural difficulties sensitively and effectively. Teachers and pupils receive very good support from the teaching assistants and the classroom technicians. Teaching assistants work hard, are well briefed, assist with planning and are dedicated to improving provision for pupils with special needs. The staff in the Resource Centre teach literacy very well to small groups of pupils with special needs from the mainstream classes. Lessons are very well planned and clearly linked to individual targets. Good use is made of praise to raise pupils' self esteem and confidence. There is a lively pace and a good variety of activities to keep pupils interested and involved. All pupils are encouraged to identify their own learning targets and are learning to evaluate what they do well and what they need to do to improve their work.
22. The teaching of science is very good. Teachers ensure a good focus to lessons. Objectives are always made clear to the pupils at the beginning of lessons, so that they know exactly what they are hoping to achieve and know when they have been successful. Teachers have very high expectations and place a high emphasis on getting pupils to successfully produce independent work of high quality and presentation. Discussions are open-ended and challenging and this makes pupils consider why things happen during their investigations rather than describe what is happening. The good range of different kinds of activities within a lesson maintains pupils' interest.
23. The teaching of information and communication technology is good. Some lessons in Years 5 and 6 are very good and excellent due to the particular expertise of the teachers. The recent very good progress seen in lessons is not yet reflected in higher standards, as there has not been enough time for the teaching to take full effect. Teaching in history is satisfactory. Pupils are given suitable opportunities to think about why things happened and can talk about their work with obvious enjoyment. The teaching of music and geography is satisfactory overall but due to the insufficient time devoted to these subjects particularly in Years 5 and 6, learning is unsatisfactory. Some teachers do not have the necessary expertise in music to improve the quality of pupils' musical performance and to develop specific skills and knowledge and understanding.

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

24. The curriculum opportunities offered to the pupils are good overall. This indicates an improvement in the quality of provision since the previous inspection. All the areas, which were requiring improvement, have been fully addressed. All subjects meet statutory requirements including religious education and acts of collective worship.
25. The curriculum is broad and balanced in most year groups. However the practice of not teaching some subjects until after pupils have taken their national tests means that pupils in Year 6 do not receive a balanced curriculum in some subjects. This is most evident in Year 6 when music and geography are not planned or taught as frequently as they should be. Therefore standards in these two subjects are below those expected by the end of Year 6. The curriculum for the children in the reception classes is satisfactory. Although individual activities are interesting and relevant to meet the needs of young children, there are not enough links made between different areas of learning to help children see how things fit together.
26. The school now has schemes of work in place for all subjects, many of which are based on government recommended guidelines. Planning for English, mathematics and science is very good and meets the learning needs of all pupils including higher attaining pupils and those with special educational needs. Planning identifies clearly the support needed to make sure that all pupils are

included in all areas of the curriculum. Teachers monitor closely whether all pupils are involved and take the necessary steps to address this if the need arises. The schemes are reviewed constantly and the school's own evaluation has led to further improvements being made to the quality of experiences planned for pupils next year.

27. Pupils with special educational needs are identified quickly through concerns raised by their class teacher or through regular internal and standardised tests. The co-ordinator uses very effective screening procedures to identify pupils' precise difficulties and needs. This information is used to set highly appropriate, specific short-term and achievable targets in their individual education plans. Pupils' achievements are celebrated by all staff and pupils. Pupils with special educational needs gain in confidence and self esteem through meeting their targets, and this provides further encouragement to succeed. Regular reviews and excellent record keeping show that pupils make good progress through small steps from a low starting point. Careful consideration is given to the most effective deployment of teaching assistants to meet individual needs and this is reviewed and revised regularly. The school shows considerable commitment to pupils with special educational needs. There are particularly good links with outside agencies. The co-ordinator works very hard to ensure that all pupils receive the maximum support from all available sources. Pupils who attend the Resource Centre are very well integrated into lessons in mainstream classes.
28. Both the National Literacy and Numeracy Strategies are implemented well. Staff are skilled at implementing and adapting the strategies to ensure that all pupils make considerable gains in their English and mathematical skills. Teachers provide numerous opportunities for pupils to practise their literacy and numeracy skills in lessons. National tests and school assessments clearly indicate the very good progress which pupils make. The school sets itself increasingly higher targets to achieve in national tests, evaluates all aspects of the strategies and strives constantly to improve.
29. The school makes satisfactory provision for extra-curricular activities, although some parents would like a greater range of activities outside lessons. Pupils are offered an appropriate number of clubs, mainly sporting. Most are for older pupils and are open to both girls and boys. A local rugby player has introduced the pupils to 'Tag Rugby', which is now run as a weekly club. A wide range of educational visits and visitors contribute well to pupils' learning and these are carefully linked to class work. Year 6 pupils have the opportunity of a residential experience, which makes a very valuable contribution to their personal and social development. The Year 5/6 sleepover was an exciting event. Following the usual 'scary stories' there was a tour of the school by candlelight to reinforce the atmosphere. Pupils wrote about the subsequent midnight feast, the lack of sleep and how much they had enjoyed the experience.
30. The provision for pupils' personal, social and health education is excellent. The school and class councils give pupils many opportunities to express their views about all aspects of school life and to develop as community members. 'Bubble Time' is a very good opportunity for pupils to discuss their feelings with their teachers. Teachers and pupils make 'class promises' to each other to ensure happy and harmonious classrooms. Sex education is taught well. A particularly impressive part of the personal, social and health education programme is the Drug Abuse Resistance Education (DARE) project run by the local police. Year 6 pupils complete an eighteen-week course related to drug and solvent abuse. They take part in role-play activities to demonstrate the difficulties of overcoming peer pressure to take drugs. The project cumulates in a Year 6 graduation ceremony where they receive a certificate and then present their message of 'Don't do drugs, do life' to the rest of the school. The pupils learn extremely valuable lessons for a healthy life, as one pupil said, 'I will always remember that if I want to live a long healthy life I won't smoke, drink or take drugs'.
31. Overall, the school's provision for pupils' spiritual, moral, social and cultural development is very good. This represents good improvement since the last inspection.

32. Provision for pupils' spiritual development is very good. Assemblies, led by a variety of people, make a positive contribution to this area of development. Pupils respond very well to the opportunities provided for them to reflect upon the messages they hear in stories. Candles are used very effectively to focus the quiet reflection during these times. Pupils enjoy being invited to light these at the beginning of assemblies. Religious education lessons promote pupils' spiritual development very well. Pupils learn to value the beliefs of different religions because of the high expectations by teachers that they will respect the views and feelings of everyone. Due consideration is given to each other's opinions and pupils are confident to express these especially in Class Council meetings. Very good opportunities to reflect upon their own learning and the part they play in group work are provided in lessons. In this inclusive school, the ethos of mutual respect pervades the curriculum.
33. Provision for moral development is very good. Teachers have high expectations of behaviour, use the school's behaviour policy consistently and treat pupils with respect. The behaviour policy is based on rewarding positive behaviour and effort and pupils are aware of the sanctions. In response, the school is a calm and purposeful community. Each class displays the five Golden Rules as well as class rules that have been discussed, negotiated and agreed. As a result an environment of responsible behaviour is created in which pupils know what is expected of them and respond appropriately. All adults act as good role models. 'Bubble time' gives pupils the opportunity to share feelings and concerns with a teacher in a one to one situation. The promises made by the teacher and the pupils contribute to the high levels of mutual respect fostered by the school. 'Circle Time' allows pupils to discuss feelings, experiences or class issues as a group and gives them very good opportunities gain an insight to the impact of their actions on others. Pupils support a range of charities, providing them with very good opportunities to consider issues such as poverty, greed and racism and the impact these have on the lives of others less fortunate than themselves.
34. Provision for social development is excellent. The school's over-arching aim is to care for one another and this is prominently displayed throughout the school. It is frequently impossible to pick out the pupils from the Resource Centre when they are working in mainstream classes. Pupils from the village and the military base are well integrated. Those pupils who have already experienced several schools are made welcome through the very comprehensive booklet produced by the pupils themselves to give the "insider's" opinion of the school. Consequently, one pupil who had only been in the school a week had settled very well and displayed confident attitudes to learning. Pupils are given opportunities to work collaboratively in many areas of the curriculum, for example evaluating each other's work in art and design or taking part in group discussions in religious education. The 'friendship stop' is an example of the way pupils are expected to care for one another. Anyone who is lonely in the playground stands by the 'stop' and someone will offer to share a game. Extra-curricular activities and school trips, including a residential visit, contribute very well to pupils' social development by providing opportunities for pupils to learn in different settings. Class and school councils give very good opportunities for pupils to take responsibility, to develop independence and use their initiative. For example, this term pupils have devised rules for the library and the new computer suite and voted on who should man the friendship stop.
35. Provision for cultural development is satisfactory but is an area, which needs to be developed to prepare pupils to live in a diverse multi-ethnic society. The well stocked library, visits to museums and theatres and the Art Week makes a significant contribution to pupils' cultural development because it gives an insight into their own culture. However, much of the provision at present is left to individual teachers. Opportunities are not planned in all subjects across the school to give a coherent whole school approach. Pupils are not well prepared to live in a culturally diverse society. In this mono-cultural school pupils are only just beginning to develop an understanding of the cultural values of others through religious education and geography.
36. Links with the community and other schools are good and enhance pupils' learning opportunities and their understanding of citizenship. Staff were involved in arrangements for the local jubilee

celebrations and although events took place during the school holidays, many children and their families joined the wider community to celebrate this special event. There are good links with the local church, which is visited regularly as a learning resource. The vicar is well known to pupils as she takes an assembly each week. Older children sing at Christmas for the local luncheon club. The school makes good use of the swimming pool at the 'camp' and facilities at the Rugby Club. Pupils are regularly involved in fund-raising activities, supporting both local and national charities. There is good liaison with the 'camp'; a senior officer is a member of the governing body and some financial support has been given to the school for the new computer suite.

37. Links with the main receiving secondary school are good. Transfer procedures are thorough. All pupils have the opportunity to work with other pupils and teachers from the secondary school over a three-day period in the year before they go. Those who subsequently choose to attend this school are invited to the usual 'taster' day later in the year. Links with playgroups are regular and contribute to pupils' smooth transition to full time school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Excellent relationships underpin the caring and supportive environment in which pupils learn effectively. Very good attention is paid to all aspects of pupils' care and welfare. This area of the school's work has improved dramatically from a satisfactory level to very good. Appropriate policies are now in place and agreed procedures are followed carefully by all members of staff, achieving a consistent approach to pupils' support, care and guidance during the school day.
39. Very good attention is paid to matters of health and safety. All teaching staff are regularly involved in monitoring areas of the school to identify any potential hazards. Formal risk assessments are completed at least twice a year. All the necessary safety checks of equipment and fire drills take place as required. Very well organised first aid arrangements are the responsibility of a qualified first aider. Other staff have also undertaken basic first aid training. Pupils with specific medical needs are looked after well. Child protection procedures fully meet requirements. The headteacher is the designated teacher responsible and has received much training to support her in this role. Staff have discussed and agreed a policy for dealing with racial incidents and a recording system has been established.
40. The school has very high expectations regarding regular attendance and this is clearly conveyed to parents. Registers are monitored and absence followed-up promptly if there are concerns. New children arriving in the school with a poor attendance record are supported and encouraged to improve their record. The school is very successful in this regard and consequently achieves high attendance levels. Registers are marked consistently, coded appropriately and all requirements are met.
41. Systems to promote good behaviour are excellent. Pupils know what is expected of them because staff implement the school's policy consistently. High expectations and a positive approach underpin the school's success in this area. A clear, valued reward system encourages pupils to work hard and behave well. Individual help and guidance, as well as lots of encouragement, is given to pupils who find it more difficult to behave appropriately. Procedures to deal with bullying are clear and implemented promptly when necessary. The use of 'bubble time' ensures all pupils can be assured of help and guidance if they ever have any concerns.
42. Staff know pupils well and constantly monitor all aspects of their personal development. A good overview of pupils' personal development is drawn together and reported to parents in end of year reports.
43. Assessment procedures are very good and used very effectively to support learning. Improvement since the last inspection has been very good. The school's assessment policy now has clear guidance, which has assisted staff in developing a more structured and consistent approach to formal and statutory assessment. Portfolios of evidence, which accurately reflect National Curriculum levels, have been developed and due to improved record keeping it is easy for staff to track individual pupil's progress.
44. Teachers have a very good understanding of pupils' strengths and weaknesses, through informal daily and systematic longer-term methods of assessment. These include assessments for reading and spelling, Years 3, 4 and 5 optional tests and national tests in Years 2 and 6. The information collected contributes to the setting of individual targets in English, mathematics, science and social behaviour, which are shared with parents and pupils. The targets are reviewed termly, written and recorded and are in evidence in classrooms and on pupils' desks. Staff work very closely with pupils to set and record progress towards these targets for improvement. Assessment data is used very well to establish groupings for literacy and numeracy, and to identify pupils who need additional support.

45. Each pupil's achievements are recorded on record sheets, which give an accurate record of progress across all areas of the National Curriculum. Teachers' weekly planning identifies at least two areas for assessment. These tasks are then matched to National Curriculum levels. The results are then recorded and the tasks stored in individual pupil folders. Lesson evaluations by teachers are used successfully to inform planning. The school has achieved the standard of assessment required by the Basic Skills Award.
46. There is an early identification of pupils with special educational needs and relevant targets, which are regularly reviewed, are clearly stated in their individual education plans. The special requirements identified in the statement are met and all staff are fully aware of any special physical, emotional and intellectual needs of individual pupils.
47. Procedures for monitoring and supporting pupils' personal development are also very good. There is a wide range of systems and daily procedures and these build systematically over the years to produce well rounded, independent and confident leavers. Success is recognised and celebrated regularly by giving valued praise, certificates and gaining merits, which lead to prizes being given out in 'sharing' assemblies. Throughout the school extra responsibility is seen as a reward for doing well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school strives to work in genuine partnership with parents. Each area of the partnership with parents has improved since the last inspection and is now good in all respects. Parents' interest and involvement in the life of the school and their children's learning has a positive impact on children's progress. The school works hard to communicate effectively with parents and provides them with regular, good quality information. Parents' views about many aspects of the school's work are very positive. However, a small number of parents raised a number of common concerns.
49. Parents expressing their views are pleased with many aspects of the work of the school. They agree that their children enjoy school, behave well, are taught well and therefore make good progress. They recognise that the school is well led and managed and that their child is expected to work hard and achieve their best. Inspectors fully endorse parents' positive views. Parents recognise the many improvements made since the last inspection. They are pleased that standards in English, mathematics and science have improved substantially, but a few feel this is at the expense of other subjects. Inspectors agree with this and note elsewhere in this report that some areas of the curriculum have received less emphasis and this now needs attention. The school is looking at ways to improve after-school clubs, as it is aware that parents feel these are few in number and mainly for sports.
50. Inspectors cannot agree with the few parents who feel that the school does not work in partnership with them or provide enough information about how well their child is getting on. Information provided for parents is good. Parents receive regular letters and a monthly newsletter. The prospectus and governors' annual report to parents meet requirements and give parents a good insight into school life. Reports are satisfactory, although they do not fully inform parents about their children's progress in all subjects. However, there are plenty of other opportunities for parents to find out about their child's progress. For example, formal consultations are organised each term, teachers are available at the end of the school day and parents know the school operates an open-door policy.
51. A number of parents regularly give of their time to help in school. A number come in to listen to reading, others help with activities such as ICT, sewing and cycling proficiency. Parents with particular expertise in music and ICT come in regularly and provide valuable additional opportunities for learning in these areas. At the end of a recent design project, which involved

making biscuits, a whole team of parents came in to help the pupils. An active Parent Teacher Association (PTA) raises considerable funds each year to enhance facilities and resources for pupils. Parents support their children well with their learning at home. Parents of the youngest children support the acquisition of early reading skills by sharing books with their children and then listening to them read regularly. This contributes well to the good progress they make. Approximately 80 per cent of parents request details of curriculum planning, illustrating well their interest in supporting their children's learning. Homework is supported well. Expectations are very clear and parents ensure that homework books are returned as required. Prompt, good quality marking gives parents another opportunity to monitor their child's progress. The homework book provides a good means of communication between home and school.

52. The school endeavours to seek parents' views. Surveys by questionnaire are carried out annually. Parents can air their views or initiate discussions on relevant issues through the parents' forum, which takes place each term and is attended by governors and all teaching staff.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. Since the last inspection in 1997, described then as a "period of uncertainty", there has been a great improvement in the leadership and management of the school. These are now very good. This is because the head teacher appointed just before the last inspection has had the time to use her very good leadership and management skills to deal very effectively with the problems she inherited. It is also due to the considerable contribution made by staff with management responsibilities, especially the deputy head and the subject co-ordinators, and the great improvement in effectiveness of the governing body, which is now very good.
54. The head teacher provides a very clear educational direction for the school. She has a total conviction in the priorities and aims of the school, is immensely determined and highly motivated. She empowers her staff so that they can fulfil their responsibilities very effectively knowing she is always on hand to support when necessary. When priorities have been identified, usually through a specific and constantly evolving school development plan, but occasionally in day-to-day management, she acts very quickly and decisively. The outcome is the very strong staff team spirit within the school, to which the deputy makes a most noteworthy contribution, and the excellent learning ethos present everywhere. This is also reflected in the very high degree of shared commitment by the staff to improve standards and every other aspect of the pupils' education and learning environment. Subject and key stage co-ordinators benefit considerably from this open and vibrant leadership style, and as a consequence are also making a very good contribution to the school's development and improvement.
55. The management of special educational needs is very good. The special educational needs co-ordinator (SENCO) is very experienced, caring and hard working and understands pupils' individual needs very well. She has recently been on long term sick leave. Due to the fact that she has set up efficient and effective systems, there has been no decline in the provision. Pupils with special educational needs continue to have a 'very good deal' and achieve very well. The headteacher has skilfully supervised the provision in the co-ordinator's absence. The co-ordinator sensitively and competently organises the classroom support and liaises successfully with the teachers. There are regular, detailed reports to the governing body. There are two designated governors for special educational needs, one of whom visits the school weekly to support pupils. They are very enthusiastic and supportive and have a very clear picture of the very good provision.
56. The governors' role in the work and evaluation of the school, described in 1997 as "not well developed" has been transformed in recent years. They have developed very effective delegated committees, and several management systems. This has resulted in regular focused training, frequent school and class visits and monitoring, mentors for new governors and a review of their

effectiveness by an outside consultant. They report their findings and suggestions to their committees and the whole governing body, both verbally and in writing. Their monitoring comments on teaching and learning contain a number of astute and helpful comments to the school such as 'What back up is available if a staff member is taken ill during a lesson?' They are playing a very effective role in shaping the direction of the school, and have a good understanding of its strengths and weaknesses. The governing body also effectively exercises its duty to the school as a 'critical friend'. It fulfils all of its statutory duties very well. Its successful development has been due in no small measure to the absolute dedication and commitment to the school of the very hardworking chairperson. She works very effectively on an almost daily basis with the head teacher, and her support is greatly valued by the school staff.

57. The school has very detailed and comprehensive procedures for monitoring and evaluating its own performance. All staff are involved in this and the open and frank approach means that issues are addressed very effectively and quickly. Careful analysis of assessment information drives forward the process and any slight dip in standards leads to focussed discussions on whether adjustments need to be made to teaching, learning or the curriculum. Self-evaluation is central to the school's systems for performance management arrangements and these are closely linked to school improvement. Suitable training is identified to support any objectives identified with individual teachers. Induction procedures for new staff are good overall. The staff handbook is a comprehensive document, which gives clear guidance on school policies and procedures. The effectiveness of these procedures in integrating the high number of new teachers to the school in recent years is reflected in the high quality teaching that has been sustained. The newly qualified teachers have received very good support from their teacher mentors. They have had very good opportunities to learn from their experienced colleagues and have been given very good support in developing their own teaching.
58. The school has a suitable number of teachers and teaching assistants to meet the demands of the curriculum and pupils' needs. They give very good support in lessons to pupils with special educational needs. The work of the teaching assistants in the reception classes is not always focussed closely enough on supporting groups of children in their learning. The school is facing serious recruitment problems for midday supervision. There are currently not enough lunchtime supervisors and this will get worse in September when another assistant is leaving. The school makes sure that pupils are supervised to suitable levels and given the support and time they need through senior staff undertaking lunchtime duties themselves. All staff work very well as a dedicated, enthusiastic and hardworking team who are committed to providing the best they can for all pupils. The technicians support teachers very well through carrying out routine jobs and preparing high quality resources for use in lessons. This gives teachers more time to concentrate on planning learning. The school ethos is reinforced through the positive way that visitors are welcomed to the school by the administrative officer. Everyone plays a full part in maintaining the attractive and tidy learning environment reflecting the pride all staff show in their work.
59. Accommodation is very good and has improved enormously since the time of the last inspection. The accommodation provides a pleasant and stimulating environment in which pupils can learn effectively. Classrooms are spacious and well organised. The recent completion of the computer suite provides excellent facilities for whole-class teaching of ICT. Pupils benefit from a good-sized hall, where all can gather for assemblies, and from a well-resourced library and the designated Resource Centre. Corridors and classrooms are enhanced by high quality displays celebrating pupils' work and providing information to help with further learning. A large level playground and well-maintained playing fields provides well for all aspects of PE and play. A new pond and wildlife area has been established and is part of extensive plans to develop the school grounds further as a learning resource. The youngest children have their own enclosed area, easily accessible from their classrooms. There is very good staff and office accommodation. The school site is very well maintained and cleaned to a high standard.

60. Pupils' learning and good progress is supported by teachers' access to a good range of good quality resources. There have been substantial improvements made in English and ICT. The library is particularly good with plenty of new books. There is now a satisfactory number of computers to pupils. The ICT suite has been equipped with high quality computers, printer and interactive whiteboard. There is a good range of suitable software to meet the need of the ICT curriculum. There is a suitable range of instruments for music but some of these are old and damaged and in need of replacement. Resources are well organised, and where appropriate, easily accessible to pupils.
61. The school makes good use of its financial and other resources. The finance committee has a clear understanding of the day-to-day financial running of the school, and works closely with the senior management on the strategic management of financial resources. They also work consistently to the principles of best value, and have always looked at value for money in their recent spending, and for future projects. The head teacher has given a strong lead to the school in the financial management after inheriting a deficit budget of £27,000. In a short time, with the support from governors, she has built up a considerable reserve for identified priorities. This is because of her very adept skills at identifying specific grants, which could help the school. Recent improvements have included the very well provisioned computer suite and considerable internal refurbishment and replacement of resources and furniture. More of the surplus money has been set aside for ground developments, including the delayed 'millennium garden', and classroom support in the foundation stage. All this has been possible because the head has successfully been awarded grants to support teaching throughout the school and to help with the development of ICT. The Parent Teacher Association also makes a good annual contribution to the resource needs of the school. The school administrator, who is typical of the whole staff in her dedication and hard work, makes a very good contribution to day-to-day financial management, using new technology in the office effectively. New technology is also used well by most teachers in their planning and teaching resources; the use of new technology by the pupils is improving following the introduction of the computer suite, and the increasing contribution of an effective new co-ordinator. The greatest contribution of the very good financial management in the school has been its effectiveness in helping to raise standards significantly, especially in core subjects. As a result of this the school gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education for all pupils the headteacher, staff and governors should:

- (1) Raise standards in geography and music at the end of Year 6 by:
 - Providing more frequent opportunity for pupils to take part in geography and music lessons.
 - Implementing a programme of staff training in music.
 - Improve the quality and range of resources in music.
Paragraphs 9, 25, 111, 113, 127, 129, 130.
- (2) Improve the use of information and communication technology to support learning in other subjects by:
 - Identifying suitable opportunities on the curriculum plans in all relevant subjects.
Paragraphs 8, 19, 86, 92, 93, 100, 106, 112, 118, 125, 126, 132, 143.

In addition the headteacher, staff and governors should consider improving provision for pupils' cultural development in line with the very good provision in their spiritual, moral and social development by:

- Planning more opportunities for pupils to learn about the customs and beliefs of the many different groups that make up modern British society.
Paragraphs 35, 103, 118, 131.

The school has already identified the improvements noted above in the school development plan.

THE CENTRE FOR PUPILS WITH SPECIFIC LEARNING DIFFICULTIES (THE RESOURCE CENTRE)

62. There has been very good improvement in provision for pupils with specific learning difficulties (spld) since the last inspection. The Centre is now very well run with pupils demonstrating very good progress over time in English and mathematics. All pupils now have access to all areas of the national curriculum by being fully included in a mainstream class where they receive very good support from the Centre staff. Teaching within the Centre has also improved and this is reflected in the rising achievement of pupils.
63. There are currently eight pupils, all with statements of special educational needs, in the Centre. These pupils have been identified by the Local Education Authority (LEA) to be significantly under-achieving in English and mathematics, and specific programmes of study are deployed in an attempt to raise their attainment. The Centre is achieving very good results in raising pupils' attainment. The very well organised record keeping and regular testing indicate at least good, and for most pupils, very good progress in reading, spelling, mathematics and social skills.
64. Pupils' attitudes to learning and their behaviour are very good. They are keen to attend the Centre and work hard once there. They display very positive attitudes towards their work and the staff. They are friendly towards visitors and willing to share their learning and successes with others. They are proud of the progress they make and value the involvement in the wider community of the school.
65. Teaching in the Centre is very good. Tasks are well matched to pupils' abilities and linked to targets in individual education plans. The level of appropriate subject vocabulary is high and staff check regularly that pupils understand what is being said to them. There is a high emphasis on speaking and listening. In one lesson pupils were asked to identify a verb and then identify this within a sentence. Although not all were accurate in their answers, the skilful and patient approach by the teaching assistant enabled everyone to persevere, and to contribute successfully to the discussion that followed. Staff use praise very well and this leads to pupils trying hard to please and learn new concepts. There are very good links with other specialists, such as the occupational therapist and educational psychologist, who have a direct input into the teaching. This was seen working to great effect where one boy followed a structured programme of occupational therapy, designed to improve his spatial awareness. This individual tuition is very good and helps pupils to overcome their specific difficulties. There are also very good links with mainstream classes where pupils are fully integrated into the daily routines and curriculum. There is very good support for these pupils from all teachers so that most of time it is difficult to identify the Centre pupils. This has a definite and successful outcome for both the Centre pupils and their peers who readily accept them as part of the school.
66. All pupils' needs are identified in comprehensive individual education plans, which inform daily planning for staff in the Centre and guide teachers' thinking when pupils are with their mainstream class. Testing is carried out twice a year to show progress in reading, spelling and numeracy skills. Pupils' progress across the National Curriculum is also recorded using the same systems as those in the mainstream classes. The very good record keeping and close links between Centre staff and mainstream teachers enable the assessment information to be used to inform planning and contribute successfully to pupils' progress. Very close communication is maintained between Centre staff and teachers and this also helps to maximise learning opportunities. The school tries very hard to involve both pupils and parents in the annual review process and any who cannot attend in person are sent a copy of the review so they can contribute in writing. All annual reviews meet statutory requirements and many show a high involvement of both parents and pupils in the targets for learning.
67. Leadership and management of the Centre are very good. The environment for learning is very good. Despite recent staff absences the Centre has maintained its very good provision for the pupils and the school. There is clear direction from the SENCO and the aims of the Centre are

fully met. The high quality and knowledgeable teaching assistants provide valuable and valued support to both pupils and mainstream teachers. The governing body is very supportive and is actively involved in the daily routines operating within the Centre. Computers and tape recorders are used to great effect to reinforce specific parts of each pupil's learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	14	24	16	0	0	0
Percentage	11.5	23	39.5	26	0	0	0

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

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	245
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	9
Number of pupils on the school's special educational needs register	N/A	59

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	64
Pupils who left the school other than at the usual time of leaving	68

Attendance

Authorised absence

	%
School data	4.1
National comparative data 2001	5.6

Unauthorised absence

	%
School data	0.1
National comparative data 2001	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	20	17	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	17	17	17
	Total	34	34	35
Percentage of pupils at NC level 2 or above	School	92 (95)	92 (95)	95 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	17	17	17
	Total	34	35	35
Percentage of pupils at NC level 2 or above	School	92 (95)	95 (95)	95 (95)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	12	21	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	19	18	19
	Total	30	29	31
Percentage of pupils at NC level 4 or above	School	91 (77)	88 (74)	94 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	17	16	19
	Total	28	27	31
Percentage of pupils at NC level 4 or above	School	85 (35)	82 (68)	94 (71)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	244
Any other minority ethnic group	

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)	12.2
Number of pupils per qualified teacher	20.5
Average class size	25

Education support staff: YR– Y6

Total number of education support staff	7
Total aggregate hours worked per week	150

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	2001-2002
	£
Total income	582308
Total expenditure	775367
Expenditure per pupil	3101
Balance brought forward from previous year	211449
Balance carried forward to next year	18390

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2

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	245
Number of questionnaires returned	91

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	30	5	1	0
My child is making good progress in school.	54	42	1	3	0
Behaviour in the school is good.	49	47	0	1	2
My child gets the right amount of work to do at home.	36	56	8	0	0
The teaching is good.	65	31	1	2	1
I am kept well informed about how my child is getting on.	33	49	11	7	0
I would feel comfortable about approaching the school with questions or a problem.	59	26	8	6	1
The school expects my child to work hard and achieve his or her best.	64	33	1	1	1
The school works closely with parents.	23	49	19	7	2
The school is well led and managed.	45	46	3	2	3
The school is helping my child become mature and responsible.	45	43	2	2	8
The school provides an interesting range of activities outside lessons.	8	24	27	31	10

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

68. The provision for the youngest children, those in the reception classes, is satisfactory. The children are in two classes; one class has all reception children and one is a mixed class of reception and Year 1. Baseline assessment shows that there is a wide spread of ability among the children when they start school, but that overall, attainment on entry is broadly average. Teachers analyse the results carefully. They know the children well and endeavour to provide a learning programme that meets the needs of all pupils. The information is used to group children so that the match of work in literacy and numeracy is suitable. By the end of the reception year most pupils will achieve the early learning goals in all areas of learning. A few children are outstanding readers.
69. Teaching is satisfactory and enables most children to achieve the expected standard by the time they enter Year 1. Teachers have formed very good relationships with their class so that children feel safe and secure. They manage the children well following the school's behaviour policy. Planning outlines the activities clearly and the children are developing good levels of independence in directing their own learning as a result. Sometimes the choice of activities provided is not manageable with only one adult in the room. Teachers' planning does not always identify clearly enough what it is they want the children to learn. Therefore although the children are busy they do not always get the support they need to extend their learning. In some group and whole class lessons, the pace is too slow and pupils' attention begins to wander. Particular emphasis is placed on pupils developing personal and social skills and this area of learning is taught well. As a consequence pupils are developing high levels of self-confidence and are keen to join in with all activities.

Personal, social and emotional development

70. Children come into school happily and relate well with each other and adults. They speak confidently to visitors, often initiating conversations. Teachers provide good opportunities for children to work in groups and to co-operate and this they do well, for example, playing in the role-play area and in the outside area. Another suitably qualified adult who is able to intervene and extend the play is not always available to enhance the provision in this area. School routines have been established and children are aware of the pattern of the school day. They behave well as part of a larger group, for example, in assembly. However, when the pace of lessons is slower, a significant number of children still tend to call out rather than put their hands up when they want to contribute.
71. Pupils have good self help skills. They can care for their own needs and get themselves ready for lunchtime with suitable levels of independence. They are confident with the older pupils who give them good support at these times and welcome them into the school community. The children co-operate very well in lessons and help each other out with tasks. When making elephant models for their jungle play, they held each other's model while the other attached the ears, legs and trunk with sellotape. Due to the good provision and teaching in this area of learning, most children attain the early learning goals by the end of the reception year.

Communication, language and literacy

72. Children have good speaking skills. Many answer questions in full sentences. They are keen to speak in small groups and in front of the whole class. The role-play area gives suitable opportunity for the children to act out particular situations and develops suitable vocabulary and language. Children have regular opportunities to share books and take part in guided and shared reading activities in literacy lessons and during times when they can choose for themselves what

they want to do. They are beginning to associate sounds with letters and are learning the high frequency words for this year group. Higher attaining pupils have very good reading strategies and use pictures and their knowledge of letter sounds to help them work out new words. Writing activities are not always planned for times when additional adult support is available. As a result, the children do not always get the support they need to develop their early writing skills. Although some children can write two or three simple sentences unaided and are exceeding the expected level, most children are still at the early writing stage. Overall, as a result of the satisfactory teaching most children will achieve the early learning goals by the end of the reception year.

Mathematical development

73. There is a suitable mix of direct teaching and structured play activities in this area of learning to enable most children to achieve the early learning goals by the end of the reception year. Children can sequence numbers from 1 - 20 and know that they are adding '1 more than' each time. Although many children can add two numbers by counting, such as $6 + 4 = 10$, and can find out by counting how many are left in a bucket of 10 objects when 4 have been removed, they have difficulty with subtracting $10 - 6$. Higher attaining pupils can work with larger numbers. Pupils enjoy the practical, fun activities through which learning is presented. For example, in one mental mathematics session, the children rolled two dice and added the total. This was challenging for many, but because they all had number fans, everyone took part. The teaching assistant supported the learning of lower attaining children well in this lesson, which allowed the teacher to extend the activity for higher attaining children through subtracting 3 from the total. This group of four children went on to work with the teacher on a very challenging activity and managed to work out which number needs to be subtracted from 10 to make 6 as a result. Learning in some activities are not always extended because adult support is not always available. For example in one activity when the children were sorting a variety of objects, they did so according to colour and shape but they were not encouraged to explain the criteria when objects are sorted according to size. Overall teaching is satisfactory and children make expected gains in their learning.

Knowledge and understanding of the world

74. As a result of the satisfactory teaching in this area, most children will achieve the early learning goals by the end of the reception year. Children have a sound understanding of healthy eating and can talk about foods you should eat every day and those that you should eat less frequently. The recent 'jungle' topic has been presented in a colourful way and some links established with literacy and numeracy to add meaning to the children's learning. This means that the children are interested in lessons. They know the names of some familiar animals that live in jungles and use this knowledge to choose which mask they want to make in a creative activity. Due to the very good relationships and positive atmosphere for learning created by teachers, one higher attaining child could describe the characteristics of a jungle, apparently from his own experience! After playing outside in the 'pretend jungle' he was heard to exclaim excitedly, "I've been on a safari" on return to the classroom. There is a wide range of interesting activities planned for the children to take part. During class sessions and in focussed group work, teachers use questions well to find out what the children already know before planning activities to meet their interests. However, these activities do not always follow on from the teaching activity so the children do not follow up their learning at these times. They enjoy using the computer and are gaining sound control of the mouse. They are beginning to be aware of other cultures by looking at Indian clothes and food. The children are beginning to understand how homes have changed during the last sixty years and talk about the benefits of living in a village.

Physical development

75. The children's physical development is good. Teaching is good and builds on precise learning objectives for developing particular skills. The children attain the early learning goals in this area of learning by the end of the reception year. Through suitable 'warm up' activities at the start of

physical education lessons, the children have developed a good understanding of the changes in their bodies when they exercise. In the one lesson seen the teacher had high expectations of the children's performance. The tasks were challenging due to the different sizes of ball being used and encouraged the children to improve the control and accuracy when they were learning how to kick, bounce, throw and catch them. The teacher gave clear explanations and demonstrations and as a result children handled the balls with a good level of control. The children have frequent opportunities to access the outside play area where they ride wheeled toys and have opportunities for running, climbing, jumping and balancing. This helps them to practise their skills in these aspects to a good level and develop a good awareness of the space around them and the safety of others. Children use pens, pencils, paintbrushes, scissors and construction kits competently and with suitable levels of control to make their models and pictures.

Creative development

76. The children are presented with satisfactory opportunities for creative development, including sculpting, painting, cutting, and sticking and most achieve the early learning goals in this area of learning by the end of the reception year. In one activity when the children were making animal masks, they shared the collage materials freely and helped each other with the design and practical sticking tasks when these proved too difficult for some. They offered each other suitable advice on colour and pattern and chose resources to create what they wanted. The range of coloured feathers proved particularly popular. The role-play area has been turned into a Travel Agents and this gives suitable opportunity for the children to develop their imagination in small groups. The children pretend that the outside area is a jungle, which gives them good opportunities to use the masks they have made in the creative activity. Children used a variety of percussion instruments imaginatively to accompany the song 'We're going on a jungle walk' building on their previous experience of 'We're going on a bear hunt'. Children listened well in this activity, worked well together and enjoyed performing to the rest of the class. However, the songs chosen for the rest of the lesson were more suitable for much younger children. This lack of challenge led to the children losing concentration. Teaching is satisfactory overall.

ENGLISH

77. At the time of the last inspection, standards in English were judged to be above average by the end of Year 2 and average by the end of Year 6. Since then standards have risen considerably and those achieved by eleven-year-old pupils are particularly impressive. Year 6 pupils attained well above average scores in national tests in 2001, when compared to all pupils nationally and to those in similar schools. Year 2 pupils attained above average standards in reading and writing and results were average when compared to those of pupils in similar schools. However these comparisons do not accurately reflect the school's social mix, which is average overall. Attainment is higher when this is taken into consideration.
78. These standards represent a very good level of achievement for most pupils, as there were several pupils with special educational needs taking the tests in 2001. In addition, many of the pupils come from a military background and have attended a number of different schools before taking the national tests.
79. Inspection evidence showed that the current Year 2 pupils achieve well and attain above average standards. Year 6 pupils achieve very well due to very good teaching and attain well above average standards. Pupils with special educational needs make very good progress in literacy in relation to targets in their individual education plans, as they receive very good additional support in classes and in small withdrawal groups where they receive specially adapted work well matched to their needs.

80. Pupils' attainment in speaking and listening is well above average by the end of the school and they make very good progress. Pupils pay close attention to what their teachers say and higher attaining pupils reply to questions with thoughtful comment and detail. Pupils with special educational needs and those from the Resource Centre receive good support, such as rephrasing, from teachers and teaching assistants and this facilitates communication. Pupils are encouraged to debate and discuss their learning in many subjects. For instance, Year 3 and 4 pupils maturely imagined that they were Celts and debated how they would feel before, during and after going into battle. As a result of the teacher's skilful questioning pupils said, "We are worried that the Romans might catch and torture us". The school and class councils give all pupils good opportunities to voice their opinions and air their views regarding school life. For example, during a Year 1 and 2 class council meeting, pupils listened carefully to each other and made good suggestions, which were recorded by two 'minuters'. All pupils followed procedures sensibly and addressed their remarks through the Chairperson. Higher attaining pupils in Year 6 are very articulate and maturely discuss school life with inspectors. Teachers use rich and wide vocabulary to promote the pupils' interest in new words and also insist that pupils answer questions in full sentences. Many teachers check that pupils have understood specific vocabulary in lessons, and this improves pupils' comprehension of specific subject vocabulary. For instance in a Year 6 music lesson the teacher worked hard to ensure that all pupils understood the phrase 'layers of sound'. All teachers value and respect pupils and listen sensitively to all their contributions, tactfully using incorrect answers as teaching points.
81. Pupils make good progress in reading in Years 1 and 2 and very good progress in the juniors. Pupils with special educational needs and those from the language centre make good progress because of meticulous assessment and record keeping by the special needs co-ordinator. They are heard to read regularly and have books to enjoy at home. Higher attaining pupils read with fluency, expression and obvious enjoyment. By Year 2, standards are good and the majority of pupils read with fluency and expression. They talk happily about books and read with expression and understanding. Year 6 pupils are well above average and read with good expression and enjoyment. In talking about the story, they infer from the text what will happen next and express opinions about their favourite authors. Enthusiastic teachers convey their love of literature to pupils. Year 6 pupils recommend books to their teacher, for example saying, "You must read this, it's her best book yet". Good use is made of large books during the literacy hour. There is scope for history and geography texts to be used more during the literacy hour. Guided reading is taught and teachers use this skilfully as an opportunity to teach reading skills to various groups. Teachers make individual diagnostic assessments of pupils during these sessions, which have a good impact on reading standards. Pupils take reading books home regularly and the majority of parents listen to their children read. The school has recently purchased many new books, which are being meticulously covered and catalogued by the enthusiastic and hard working class technicians. The library is attractive and appealing with impressive displays of pupils' work. It is large enough for class research work. There is a good range of non-fiction books and older pupils know and use the classification system.
82. Year 2 pupils attain above average standards in writing. By Year 6, attainment in writing is well above average. This is a significant improvement on the unsatisfactory progress seen at the time of the previous inspection. All pupils achieve very well and some of the writing produced is of a very high quality. For instance a Year 6 pupil when analysing Rudyard Kipling's poem 'If' writes: "The poet is saying to his son that he should not be downcast if something disastrous happens and he should not be smug if something comes his way, but should treat them the same." The weakest area of pupils' written work is their spelling and handwriting. Lower attaining pupils experience difficulty in combining neat writing, correct spelling and interesting content into a piece of writing. They work hard and succeed on many occasions because of high quality support from teachers, teaching assistants and the special needs co-ordinator, all of whom model writing and assist with spellings and punctuation.

83. Work sampling reveals that there are virtually no work sheets used in the school and pupils are constantly expected to record and write their learning in their own words. For instance, Year 1 and 2 pupils have written their own 'Thank You' prayers in religious education. One pupil wrote: "Thank Him for all the green leaves on the trees. Thank him for the dazzling flowers in the grass."
84. Words are selected very carefully to interest and enthrall the reader. A Year 6 pupil when describing fashion in the 60s wrote: "1960's hair was sculpted, sprayed, teased and styled at the salon every week into a helmet of perfectly formed curls, waves and bouffants!" Year 6 pupils skilfully create tension and atmosphere, for example, when drawing and writing responses to the music: 'The Ride of the Valkyries'. Year 5 and 6 pupils achieve particularly well because of the outstanding quality of the teachers' marking in their literacy books. They are clearly praised for good endeavours but are also informed what they have to do to improve. For example, "We need to sit down and discuss this work, remember don't use words just because they rhyme, use words you like. Don't panic we will work on it!" Pupils' written work shows good improvement in response to this marking. Older pupils use computers with skill and accuracy to record their writing in literacy lessons. In an excellent Year 6 literacy lesson pupils designed and skilfully compiled their own 'PowerPoint Presentation' of a non-fiction text, which had to be suitable for a reception age child.
85. The quality of teaching is good in Years 1 and 2 and very good in Years 3, 4, 5 and 6 overall. One of the most impressive features is the teachers' positive and enthusiastic approach, which they pass on to pupils and which really makes them sit up and listen. For example, a Year 5/6 teacher said, "this literacy lesson is planned to be challenging and fun, if it's not complain to the management!" Not one pupil complained of being bored in lessons. English lessons have a clear start and there is a definite expectation from teachers and pupils that learning will take place. Teachers are very good at making sure pupils know what they are expected to learn. Junior teachers, in particular, are very good at planning work that is at just the right level of difficulty, but challenging enough to make sure that pupils learn and make very good progress. Pupils are invariably engrossed during literacy lessons, time passes very quickly and they learn a great deal. Teachers make very good provision for pupils to practise literacy skills, and work hard to interest and inspire them. They know pupils' needs well and provide very good models for them as readers and writers. They manage the class very effectively and have a very good understanding of how to teach reading and writing. Teachers and pupils like and respect each other and pupils are well behaved and work hard. Teachers make sure pupils know what they are expected to learn and how this links to what they have covered previously. Very good use is made of question and answer sessions to develop pupils' speaking and listening skills. Teachers maintain a brisk lesson pace and keep pupils busy. This is particularly evident in the literacy hour lessons where pupils waste no time in settling to group activities after sharing a class discussion. Assessment of reading and writing is very impressive. It is thorough and regular, and teachers use the results from assessments very effectively, to target groups of pupils to raise attainment.
86. All staff, and in particular the English co-ordinator are committed to raising standards of attainment even further. The co-ordinator is enthusiastic and very hard working and makes an invaluable personal contribution to the subject. She leads by example with her own outstanding teaching. She has prepared a very useful literacy action plan clearly detailing future improvements. This includes a focus on pupils' handwriting and spelling and the intention to use information and communication technology skills more in English lessons.

MATHEMATICS

87. Standards in Year 2 are in line with the national average, which is similar to the findings of the last inspection. There has been improvement in pupils' ability to use and apply what they have learned in lessons, to choose a suitable strategy to solve problems independently and select suitable

equipment. By the time pupils leave the school at the end of Year 6, standards now are well above the national expectation and those of similar schools, which is a significant improvement on the findings of the previous inspection. Inspection evidence shows that standards are still rising. Pupils, including those with special educational needs, make satisfactory progress in Years 1 and 2, and very good progress in Years 3, 4, 5 and 6. Progress is particularly noteworthy in Year 6 where the teaching is very challenging to all ability groups. The school is doing particularly well in adding value to pupils' attainment. Success in this aspect is notable because of the high level of transience (movement of pupils in and out of school); evidence shows the great majority of pupils improve their attainment very well, including those who have come into the school from other schools. Progress and achievement are also very good for the pupils who attend the Resource Centre for pupils with special educational needs. These pupils are very well supported in lessons.

88. Pupils enter Year 1 with average standards in mathematics. In the present Year 1 pupils have made good progress because of improved teaching this year and their standards are higher than expectation. Pupils can rapidly subtract 3 from numbers like 12 and 17 and explain how they work this out. They can count in tens to 101 starting from 1, and can make up problems for their partners like $38 - ? = 14$. Some pupils are calculating in their heads, others use fingers and some use markings on their rulers to help them count. A few pupils are careless but they usually realise they have made silly mistakes e.g. $9 - 8 = 2$. This is because they have developed suitable strategies to check their own work in response to clear expectations set by teachers that this will be done every time in all mathematics lessons. In Year 2 pupils learn to add and subtract single digit numbers to and from 20, and know the meaning of difference, more, less, odd and even. A few pupils struggle with addition, one girl being convinced that $7 + 3 = 91$ but they receive good support from the adults working in the class to help them succeed.
89. Pupils have good strategies for solving problems. Year 3 pupils can work out $£2.50 + £3.65$ by breaking it down to $£2 + £3 + 50p + 60p + 5p$. They can also devise a problem after being given the answers first. Year 4 pupils can count on in 3s, 4s and 6s and understand reflective symmetry. Some higher attaining pupils in Year 5 are able to use computational skills in problem solving to solve correctly 15% of $£124$ and estimate 350 divided by 94. They solve challenging problems such as: - "2.54 centimetres = 1 inch, 1 yard = 36 inches, so how many centimetres in 1 yard?"
90. One very able girl in Year 6 could accurately estimate answers to addition problems up to several hundred thousand. Pupils with learning difficulties were estimating and then checking by addition answers to $327.7 + 194.8$ reflecting very good achievement for both groups of pupils.
91. Pupils in Year 6 have many opportunities to solve problems and are expected to work out in their heads questions like: "If there are 960 marbles in 16 bags containing equal numbers, how many are in 7 bags?" and "What is the length of the sides of a square with an area of $60m^2$?" A feature of the attainment of Year 6 pupils in mathematics is the uniformly very good work seen in their homework books, which judging by parental comments in them is sometimes too difficult for the adults! Pupil books show a wealth of examples of very good standards in decimals, fractions, foreign currency calculations, graphing, perimeter, area and mean, mode and media. Just occasionally, though, in both lessons and in books, some pupils, mostly middle attainers, find work too difficult for their abilities.
92. Teaching is very good overall. It is always at least satisfactory and frequently very good or excellent. The best teaching is in 3 classes in Years 3, 4, 5 and 6, including both Year 6 classes. This is characterised by the very high challenge and expectation of the teacher. This, combined with very good subject knowledge, excellent relationships and pupils' enthusiasm to learn, explains the very good achievement by the time the pupils leave the school. There is just a slight tendency for teachers to expect too much of some pupils who, although desperate to succeed, sometimes struggle with some of the work. Teachers in Years 1 and 2 also have excellent relationships with their pupils and manage and plan very well. There is not quite the level of challenge and

expectation, though, as there is in older classes. Nearly all pupils really enjoy their mathematics, listen very well in lessons and work very co-operatively together. They enjoy using computer programmes to help their learning in maths, but this opportunity is offered inconsistently in classes across the school.

93. The leadership and management of mathematics are very good. The co-ordinator has a very clear understanding of the development and standards of mathematics in the school. With the support of the deputy head very good assessment is in place, which tracks closely the progress of every pupil in the school. This information is used consistently well by teachers to plan lessons matched to the ability levels in the class, to identify areas of weakness and to measure how well pupils are doing. This is particularly beneficial to pupils who join the school at different times from other schools. The co-ordinator has regular opportunities to monitor teaching and learning in the subject She does this very well and her colleagues appreciate her contribution to their work. Resources are good. The use of ICT is satisfactory, although this is inconsistent. There is considerable evidence that the national numeracy strategy has improved standards of mathematics in school.

SCIENCE

94. Since the last inspection substantial improvements have been achieved in science. Results in national tests have been improving steadily for the last four years and pupils' attainment at the end of Year 6 is now well above the national average and that for similar schools. Progress of pupils has improved from satisfactory to very good and attitudes towards their learning from good to very good. Teaching was described as sound but this is now good in Years 1 and 2 and very good in Years 3, 4, 5 and 6. Improvements in teachers' planning and schemes of work have also contributed to these rising standards, which were other areas criticised in the previous report.
95. The findings of the inspection are that standards are currently above average by the end of Year 2 and well above average by the end of Year 6. Children start school with average standards in knowledge and understanding. They leave with well above average standards in science. This indicates that their achievement is very good overall.
96. By the end of Year 2, the pupils have a good understanding of the effects of environment on plants and animals. They undertake investigations associated with how materials change when conditions alter and which vehicle will travel the furthest. They are also beginning to understand the meaning of 'fair testing' in an investigation. They can sort materials, list their properties and test them for suitability of use. They record their answers using charts and can make simple predictions. They can measure using standard units but only a few are capable of doing this accurately.
97. By Year 6, most pupils can compile complex food chains using a key to guide the reader. They carry out investigations, analyse their findings then give critical but constructive evaluations citing areas of concern over the validity of the tests. For example, in a Year 6 lesson connected to planning an investigation, one group are aware that different creatures require certain conditions in order to thrive. They are capable of sensible, co-operative and mature debate and discussion, although find it difficult to decide how to modify planning to incorporate all the ideas. Pupils are clear about the necessity for fair testing in their investigation. Most pupils at the end of Year 6 have a good understanding of a wide range of scientific phenomena. For instance, higher attaining pupils can plan an investigation into the effects of mould growth on food giving rational reasons for the variation in conditions. Lower attaining pupils can also plan an investigation but they need consistent adult help to modify their ideas to make them practical and workable.
98. Pupils' enjoy science and their attitude in lessons is very good. From the time they start school, pupils are very interested in the topics they study and are often excited by the tasks they are presented with. Older pupils are mature and sensible and their attitudes towards science are very positive. They are keen to share their ideas with the rest of their class and most are prepared to listen carefully to the views of others. Behaviour in science lessons throughout the school is very good and occasionally excellent. Pupils particularly enjoy the practical, investigative activities, which give them very good opportunity to develop their scientific enquiry skills.
99. The quality of teaching is good in Years 1 and 2 and very good in Years 3, 4, 5 and 6. In the best lessons planning ensures a good focus to lessons. Objectives are always made clear to the pupils at the beginning of a lesson, so that they know exactly what they are hoping to achieve and know when they have been successful. Teachers have very high expectations and place a high emphasis on getting pupils to successfully produce independent work of high quality and presentation. Discussions are open-ended and challenging, and a good range of different kinds of activities within a lesson maintains pupils' interest. This was seen in a Year 5/6 class where pupils were finding out 'How to plan a detailed investigation to provide clear results to prove an hypothesis'. The teacher started by recapping previous learning and then, by skilful questioning, led the pupils into discussing qualities of good investigations. They used prior knowledge to discuss their ideas for devising the testing and resulted in very good learning by the pupils. In the less successful lessons teachers' planning did not reflect the needs of all members of the class.

Activities and tasks did not always match the pupils' abilities. Explanations of investigations took too long resulting in pupils either not completing the tasks or rushing to finish and coming up with inaccurate data as a consequence. The inclusion of pupils from the Resource Centre into science lessons in Years 3, 4, 5 and 6 is very good. They are given very good support in developing scientific vocabulary and in recording of their work.

100. Leadership and clear direction for the subject by the co-ordinator is very good. She has been able to monitor the subject, carry out a 'work trawl' and observe teaching in class. She has evaluated the needs of the subject and devised a sensible and relevant development plan. The areas for individual teacher development contained in internal monitoring are positive, helpful and are contributing to the rising standards in science. Assessment in science is currently very good and provides information to inform planning and reporting. Very limited use is made of information and communication technology to support learning in science especially in developing research skills and the recording of measurements from investigations. Schemes of work are in line with recent national initiatives and overall provision for the subject is good. Teachers plan from national schemes of work and these ensure that full coverage is achieved.

ART AND DESIGN

101. Standards in art and design securely meet the national expectations for pupils at the end of Year 2 and Year 6. This is an improvement since the last inspection when standards for the oldest pupils were judged to be below average. Attractively framed paintings of the work of famous artists are displayed around the school. This promotes the subject well and contributes to making the school a vibrant stimulating place in which to work.
102. Pupils in Years 1 and 2 have explored different marks and shapes using paint, pastels and collage in the style of Georgia O'Keefe. During the inspection they were looking at the work of Andy Goldsworthy using the local environment well to find patterns in the natural environment. By the end of the lesson, after a walk in the school grounds, the pupils produced some careful sketches of patterns on leaves, branches, and tree trunks. Pupils in Years 3 and 4 are making newspaper sculptures, learning how different strengths and shapes can be produced through different folding and plaiting techniques. In the lesson observed pupils evaluated their own work and the work of others. This aspect of learning is strong and demonstrates the good skills pupils have in evaluating their own work and the significant contribution it makes to pupils' personal development. The older pupils have developed good skills in observational drawing. Pupils in Year 6 are learning to develop their sketches of the local church into pictures using paint, pastels or watercolours. Some pupils in this lesson had considerable difficulty mixing paint to produce a spectrum of colour and this reflects the lack of recent experience of this year group.
103. Pupils have a rich curriculum for art and design. A challenge week, when the normal curriculum is abandoned, enhances the provision. Each class works on a particular project. Last year an Y5/6 class created an attractive jungle mural outside the classrooms for the youngest children. Next month a group of oldest pupils will create an underwater scene on another wall and they talk excitedly about their many ideas. A BBC film crew is coming to work with another class and various visitors with particular expertise will be in school that week so that pupils can use a wide range of media. All pupils have opportunities to enter the Art Competition set up by a local artist who used to work in the school. This year's topic is 'Our World' - pupils select their own work they want to enter, thus giving them responsibility for their own learning. While the study of western art makes a satisfactory contribution to pupils' knowledge and understanding of their own culture, there are not enough planned opportunities for pupils to study the work of artists from a range of different cultures.
104. Teaching in the two lessons seen was good. Teachers are confident and engage the pupils' interest and enthusiasm. Pupils are given time to explore and investigate before having to

complete a piece of work and this adds to their evaluation skills well. Teachers plan lessons carefully to provide adequate challenge for higher attainers and support for those with special educational needs. Assessment is used well to track the development of skills. Sketchbooks are used well in all classes. The attractive displays linking art and music in the classrooms for the oldest pupils make a significant contribution to pupils' spiritual, moral and social development. There is satisfactory use of computers in pattern design and exploration of contrasting colours. This is reflected in the work by Year 4 pupils on symmetrical shapes and repeating patterns. As a result of consistently good teaching providing motivating challenging lessons, pupils enjoy art and work quietly with interest and concentration in lessons. This good teaching is not reflected in standards due to the large number of pupils who join the school during Years 3, 4, 5 and 6.

105. Art is managed very effectively and credit must be given to the co-ordinator for the rise in standards for the older pupils. She has re-written the policy, ensured that adequate resources are available to teach the new scheme of work which is based on national guidance, and monitored teachers' planning, pupils' work and teaching and learning. As a result of this monitoring, sketchbooks are now used consistently and effectively throughout the school. She acts as a consultant and gives advice and training as required. This results in a high level of staff confidence. Through careful analysis of the assessment information, the school has identified the lack of progression in skills since using the new scheme of work and time has been set aside early next term to produce a scheme of work for skills to be used alongside the main scheme. This is a very good self-evaluation.

DESIGN AND TECHNOLOGY

106. Lesson observations, teachers' planning, pupils' work, displays and discussion with the co-ordinator indicate that the majority of pupils attain standards above those expected at the end of Year 2 and well above at the end of Year 6. Pupils are achieving very well. This represents very good improvement since the last inspection. Other factors, which have added to the improvement of standards, are better teaching in older classes and more detailed short term planning enabling all pupils to fully participate in the lessons. However, the weakness in the use of information and communication technology to support learning remains.
107. Pupils in Years 1 and 2 show good attention to detail, accurately representing the legs of 'Incy Wincy Spider' when making an action toy. They learn the skills of cutting, sticking and joining and use their measuring skills effectively to make the drainpipe for the spider to crawl up. By Year 3, pupils design and make purses and evaluate their results. They develop an understanding of mechanisms by designing and making 'moving monsters' and in producing switches and circuits to control lights and buzzers. Year 5 and 6 pupils successfully combine all the elements of design and technology to produce a biscuit. They measure, design packaging and even produce a marketing jingle for the biscuits. When designing slippers, the finished articles are tailor made for individuals and take into consideration tastes and differences. They are made to fit and are of high quality. Demonstrations during the inspection confirmed this. Their evaluations of their skills and end products are of very high quality. Very good attention is given to the development of these evaluation skills from Year 1. Displays throughout the school show that pupils develop a good range of skills.
108. Due to the interesting way learning is presented, pupils enjoy the lessons and are responsive, attentive and remain focussed for long periods of time. They take pride in sharing their designs and finished articles and can discuss and debate the design features showing an understanding of the principles involved. They are well behaved and readily co-operate when working collaboratively.
109. Teaching is very good throughout the school. In a very good lesson for pupils in Year 3 and 4, effective use of resources such as paper clips to make switches and cardboard to make circuit

boards enabled pupils to design and produce systems that would control lights and buzzers. Pupils were able to extend their learning. They designed and made circuits that would operate two or more lights or buzzers after the teacher had led a discussion and demonstration using pupils' ideas as the starting point. This lesson also contributed positively to the development of speaking and listening skills as pupils confidently shared their knowledge about electrical circuits. There were very good links to science and pupils had very good opportunity to use their knowledge and understanding of circuits in a practical situation. In another lesson seen for pupils in Years 1 and 2, the quality of teaching was good. The good support from other adults and ample opportunities to experiment ensured that pupils made good gains in learning different methods of joining materials. Excellent relationships contribute positively to the progress made due to the secure learning environment created by the mutual trust and respect. Pupils feel confident to ask questions and this supports their learning very well.

110. The new co-ordinator has a good knowledge and enthusiasm for the subject and has a clear view for improvement. She has not had the opportunity of observing teaching across the school but she monitors planning and has talked with pupils to find out what they can do. Planning is currently being revised in accordance with national guidance to ensure that pupils develop their skills systematically. Teachers regularly identify tasks in design and technology for assessment purposes. These completed tasks are assessed against the National Curriculum and results entered on individual pupil profiles. Resources for the subject are good and should improve further with the expected arrival of two special design and technology trolleys.

GEOGRAPHY

111. Standards in geography at the end of Year 2 are in line with those expected nationally. Although standards at the time of the last inspection were described as being above national expectation, there is no evidence to indicate a falling away in provision or progress. At the end of Year 6, standards are below expectation, which is a similar picture to that of the last inspection. The reason for this is that after Year 5, the school heavily emphasises the teaching of English, mathematics and science and gives a considerable amount of the curriculum time to this. As a consequence, pupils in Year 6 have received almost no geography tuition in this school year, although some is planned for the end of this term. Pupils are not able to build on their geographical knowledge and skills as a result. All pupils, including those with special educational needs, make satisfactory progress until it falters in Year 6.
112. Pupils in Year 1 and 2 can give accurate explanations as to how and why spectacles are collected, recycled and sent to poorer nations in Africa. One pupil said, "They cannot afford them because some of them only earn 1 penny per week". Their numeracy skills are helped in such studies by questionnaires giving them data for producing graphs. They also know where elephants come from and talk about their natural habitats "in Africa, very hot, in jungles and on plains". Pupils in Years 3 and 4 have good factual knowledge of life in an Indian village, can compare this with their own lives, and explain why villagers have only recently been able to grow tea. They realise that working pay (25 rupees or 50 pence) is very different to that of this country. They are less skilled at selecting and using information from provided resources like the Internet. Pupils in Year 3 have also produced colourful and accurate maps of the areas around their school. Pupils in Year 5 have satisfactory knowledge of the water cycle, local towns and the main mountain ranges of the world. Most of their learning is factual, and there is little evidence of pupils using geographical skills for investigation or questioning. In discussion Year 6 pupils can recall looking at rivers and the water cycle in Year 5, and discussing local issues to do with 'the park and a possible leisure centre'. They have little knowledge of mapping skills or geographical aspects of their own country.
113. Teaching of geography is satisfactory and occasionally good. Although learning in individual lessons is good, learning in Year 6 is unsatisfactory because there is too little time spent on

geography in this year. Teachers have good questioning skills, lead class discussions effectively and link literacy through giving regular opportunities to pupils to read, speak and write about geography. There is a clearly laid out scheme of work, but the curriculum pressure from other subjects has resulted in teachers of the older pupils not following the planned work. Pupils who do have opportunities to study geography are enthusiastic and curious and talk brightly about what they are learning. Suitable attention is given to the development of skills in younger classes so pupils are confident to talk about the maps they have drawn.

114. The recently appointed co-ordinator has clearly identified for the school her concerns about the subject. This has now resulted in remedial action and she has a generous budget in order to improve the barely satisfactory resources. She has had opportunities to monitor the teaching and learning of geography and has been able to offer helpful advice to colleagues on how to improve pupils' learning. The school plans to address the issues already identified and to provide more frequent opportunities for pupils to develop their skills.

HISTORY

115. Standards in History at Year 2 and Year 6 are similar to those expected nationally. Although standards at the age of 7 were described in the last inspection as being above expectation, there was no evidence during the inspection of deterioration in progress or provision. At the time of the last inspection, standards when pupils left the school at the age of 11 were described, as below national expectation, so there has been improvement.
116. Pupils of all abilities, including those with special educational needs, make satisfactory progress throughout the school. All pupils are fully included in all aspects of history. In well-planned topics in Years 1 and 2 pupils are developing an understanding of time through practical experiences such as comparing their toys with those of their parents and studying the lives of famous people such as Florence Nightingale and Mary Seacole. With help from their parents in their homework, pupils learn to order toys by their age and contribute information about them as if they were displayed in a museum. In addition to describing accurately the lives of famous people they are beginning to understand what made them famous e.g. "Florence Nightingale made hospitals better", although there is occasional confusion - "Guy Fawkes blew up the King's castle".
117. In Years 3 and 4 pupils have good factual knowledge of life in Britain in Celtic and Roman times. Their skills and knowledge have benefited from visits to a nearby 'Roman' villa at Chedworth and the Roman museum in Cirencester. History is really brought to life for them when they imagine that they are Celts after the defeat of their Queen, Boudicca, and describe in letter to their friends how they feel before, during and after the battle - "aggressive, scared, frightened"; "We are worried that the Romans might catch and torture us"; "Boudicca poisoned herself and created sewicide". Many pupils have good recall of villa features such as a 'hypocaust' and 'latrina' as well as knowing that a "Centurion looks after 100 soldiers". Their knowledge of the history of Colerne is also good and their original writing about the village has been greatly helped by interesting tales from local residents. In Years 5 and 6 pupils are studying recent history in Britain since 1948, identifying development of a wide range of features such as technology, leisure, employment and pop culture. With the help of artefacts such as a polyester blouse, bell-bottom trousers, platform heel shoes and long playing records, pupils are appreciating how the rapid pace of change in modern society consigns many consumer items quickly to history. They find it more difficult to understand the underlying reasons for such speedy changes in 20th and 21st Century Western Society. These older pupils also recall with pleasure their study of Victorian life, when they had opportunities to dress up and role play Victorian characters.
118. A positive feature of the study of history in the school is its close links with literacy. Pupils have many opportunities to talk and write creatively about historical subjects. Their opportunities to use information and communication technology, although used well for information gathering in Year 6, are less consistent across the school. Pupils do not have much knowledge and understanding of countries and societies other than Britain.

119. The quality of teaching is satisfactory overall. Teachers enjoy history and have good subject knowledge, and challenge pupils of all ability. Teachers plan lessons well although sometimes over-emphasising the literacy content rather than the historical aspects. They use appropriate resources and a range of strategies including visits to places of historical interest. Pupils, in response, enjoy the subject and talk and write about their studies enthusiastically. They concentrate and behave well and make suitable progress. They are usually neat and careful in the presentation of their work and teachers' marking is accurate and helpful. Their work in history is well displayed throughout the school.
120. The co-ordinator has worked hard to identify areas for development in the subject. This includes the problems in Years 5 and 6 when, due to the increasing emphasis on the core subjects before pupils take their national tests, there has been great time pressure to fit in an appropriate amount of work for subjects like history. She has ensured that resources are appropriate for the subject and has made good contributions to the development of teaching and learning in history through effective classroom monitoring.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. There has been very good improvement in the provision for information and communication technology since the previous inspection and this is beginning to raise standards particularly at the end of Year 6. Standards currently meet expected levels but this does not fully reflect the good and sometimes very good and excellent teaching in lessons. Recent gains in learning across the school have been very good due to the pupils' speedy access of new skills. This is reflected in Year 2 pupils' ability to log on, open files, save, retrieve and print their work independently. By the end of Year 6 pupils move information about the screen, presenting pictures and text in different formats. They know the capabilities of the software with which they are familiar very well.
122. There are particular strengths in pupils' ability to present their work using text and pictures. Year 2 pupils can change the colour, style and size of their writing and are beginning to learn how to insert a picture to add interest to their work. Year 3 and 4 pupils do this independently. Their cards to thank people for a recent visit show how they can change the size of writing and pictures and move them around the screen until they get the desired effect. There is particular emphasis placed on pupils evaluating and identifying for themselves and each other how to achieve improvements to their work. This means that from the youngest to the oldest pupils, they have a very good knowledge of their own learning and what they need to do next to improve. This is reflected in pupils constantly asking themselves whether their work is as they want it.
123. Pupils are beginning to use the Internet more to support their research in literacy and science. The school has a draft Internet access policy in place and this is shortly to be presented to the governing body for adoption. Planning indicates the intention of the school to extend the use of Internet to send and receive e-mails more regularly. Year 3 and 4 pupils are currently learning how to do this.
124. Pupils are developing satisfactory skills in control and this reflects the very good improvement since the previous inspection in this aspect. Year 1 and 2 pupils are keen to talk about how they can direct 'Pip' (a programmable robot) through a pathway and enjoy this aspect of work immensely. In Years 3 and 4 the enjoyment and concentration is evident as pupils consider, discuss and agree in small groups how to get the robot from one place to another. The teacher looks on, assessing carefully whether they are on track and whether to intervene with a suitable question to move their learning and understanding forward. The culmination of this work is evident in the 'Lego Challenge', which is extremely demanding for all pupils but particularly higher attaining pupils who are expected to work out for themselves how to programme their Lego model through a series of journeys, which get more and more difficult. Pupils are very well supported by

the excellent expertise of the Year 5 and 6 teachers who skilfully judge when to give support and when to leave pupils alone to solve the problems independently and in small groups. This collaborative activity makes a very good contribution to pupils' social development.

125. The quality of teaching is good overall. This is not yet showing in standards, as the gains in learning have been recent. Although many teachers have good expertise in word processing, not all teachers are confident in other aspects. Therefore computers are not always used in lessons in the classroom unless teachers are given some support and guidance. While this is starting, it has not had time to take full effect in all subjects in all classes. The school has identified necessary improvements, which include the identification of suitable opportunities in planning for pupils to use information and communication technology to support their learning in other subjects. This is currently not clear in planning in various subjects. There is a suitable scheme of work, which supports the teaching of computer skills and this is why there have been good gains recently in this area. Lessons are mostly linked to literacy and involve the editing of text and pictures. Teachers use the interactive whiteboard very well to reinforce particular skills they want the pupils to learn. Pupils can see clearly what the teacher is doing and this demonstration helps them practise these skills by themselves. Tape recorders are used effectively for pupils to record and listen to their performances of poetry in literacy lessons.
126. The co-ordination of the subject is very good. Recent improvements are having a staggering impact on the speed of progress in those classes where the teachers have the necessary expertise. The range of software meets the needs of the curriculum, which now meets statutory requirements and is an improvement since the previous inspection. Further guidance to teachers who are less confident in the use of information and communication technology to support their teaching is in hand and identified clearly in the school development plan. There has been regular opportunity to monitor progress, standards, teaching and learning and this has been used effectively to identify the necessary improvements. There are sufficient computers and other equipment to meet the requirements of the curriculum and the new computers are of very good quality.

MUSIC

127. There has been little improvement in music since the previous inspection and standards are below those expected by the end of Year 6. Standards meet expectations at the end of Year 2. The decline in standards is partly due to teachers' low confidence but mainly due to the lack of opportunity for pupils to practise their musical skills on a regular basis. The reason for this is that after Year 5, the school heavily emphasises the teaching of English, mathematics and science and gives a considerable amount of the curriculum time to this. As a consequence, pupils in Year 6 have received almost no music tuition in this school year, although some is planned for the end of this term. Pupils are not able to build on their musical knowledge and skills as a result. All pupils, including those with special educational needs, make satisfactory progress until it falters in Year 6.
128. Pupils in Years 1 and 2 are learning the difference between pulse and rhythm through a series of suitable activities. They use an appropriate range of percussion instruments to produce their compositions and are beginning to note when rhythms are repeated in other's performances. Spontaneous applause from the rest of the class adds to the positive atmosphere in lessons and the celebration of other's success. Instruments are treated with care and pupils are aware of the range of sounds that can be produced on each one. Singing in Years 1 and 2 is satisfactory. When pupils sing in assemblies, they sing in tune with good enthusiasm and this lifts the singing of older pupils in the school. Pupils in Years 1 and 2 make satisfactory gains in their learning.
129. Pupils in Years 3, 4 5 and 6 continue to develop their performance skills through singing and adding percussion accompaniments to the songs that they know. Some pupils who play recorders are given suitable opportunities to play in assembly and they are beginning to read music of hymns

with which they are familiar with confidence. Older pupils enjoy entertaining the local luncheon club at Christmas. However, there is not enough opportunity for pupils to extend the range of singing. For example, pupils in Year 6 rarely sing in two parts and opportunities to sing rounds are scarce. Many teachers lack confidence, sometimes unwarranted and this means that lessons are sometimes too slow and there are not enough opportunity for pupils to get involved in practical music making. Some teachers' subject knowledge and expertise is weak and therefore they tend to plan activities rather than the skills and musical elements they want the pupils to develop and learn. Although the activities are varied and support practise of skills and this maintains pupils' interest and concentration in lessons, the work is not challenging enough and pupils do not make enough progress during their time in Years 3, 4, 5 and 6.

130. Although the quality of teaching seen was at least satisfactory, the quality of learning in Years 3, 4, 5 and 6 is unsatisfactory overall. In lessons, suitable reference was made to how the composers changed the loudness of sounds to create the particular mood and effect but this level of work is what would be expected of much younger pupils. The full range of musical elements, such as pitch and tempo were not used and pupils' did not consider the use of repeating rhythms or the structure of the pieces, which were being used for musical effect. Their subsequent compositions therefore were not at a suitable level.
131. There are particular strengths in the teaching of listening and appraising skills. The selection of music is carefully considered so that the pupils are interested and motivated to take part and match the learning objective identified in the lessons. In two very good lessons in Years 5 and 6 pupils listened carefully to the pieces and talked knowledgeably about how the music made them feel. Pupils with special educational needs were very well supported in these lessons. Questions were focussed and this helped them use the appropriate vocabulary to describe their feelings to the rest of the class. Planned activities are interesting and motivate pupils to take part. The teachers used extracts from the Star Wars movie and this was highly relevant to pupils' interests and inspired pupils' imagination. Due consideration was given to the effects pupils were creating and whether these supported and conveyed the tensions depicted on screen. Although reference was made to 'layers of sound' these were not always incorporated effectively into the pupils' compositions. Paintings on display show the link made between art and music and this particular activity made a strong contribution to pupils' spiritual development.
132. The school has abandoned the scheme of work as the teachers lacked the expertise to deliver the content. There are steps to provide training for teachers next year and this should begin to address some of the issues around quality of skills and range of expertise in pupils' performance. The co-ordinator designate has already identified the improvements, which are necessary to raise standards, and there is no doubt that the commitment and capacity to improve is satisfactory. There is suitable software for ICT to be used to support learning in the subject but this has not been formally planned for in lessons. There is a suitable range of instruments for the subject but some of these are old and damaged and in need of replacement.

PHYSICAL EDUCATION

133. Standards in physical education are above average at the end of Year 2 and Year 6. This represents a considerable improvement on the average standards seen in the previous inspection. There is no difference in standards between boys and girls. The school has done all it can to broaden the range of outdoor work, which was criticised before. The effect of this has been a very good improvement in the pupils' performance, knowledge and understanding in outdoor activities.
134. Year 1 and 2 pupils work enthusiastically in outdoor games lessons. They make good progress in their ball skills, learning to dribble and control the ball with increasing accuracy. Pupils are provided with interesting and exciting warm up exercises, which they really enjoy in the warm

sunshine! They demonstrate above average co-ordination and control skills. Teachers are keen and participate fully to encourage the pupils. Comments such as “I can see some real Michael Owens here” motivate pupils to try even harder. Good use is made of pupil demonstrators to improve pupils’ performance. Pupils are skilfully encouraged to evaluate each other’s skills. They do this sensitively and accurately, clearly indicating points for improvement.

135. Teaching and learning is of a high standard in the junior classes. Overall the quality of teaching is very good. The main reasons for this are outstanding teacher expertise and enthusiasm coupled with a precise focus on developing skills, knowledge and understanding. By Year 6 pupils maturely adapt and improve their sprinting and throwing techniques. They are particularly skilled at discussing and evaluating their own and other’s performances because they have been encouraged to do so by all teachers since they started school.
136. In an excellent Year 3/4 lesson, pupils made impressive progress in their jumping techniques. The teacher challenged the pupils to improve their performance by firstly considering what were the best strategies to achieve this and then by critically examining their own and other’s jumps to identify adjustments. This resulted in pupils improving their personal best jumps in terms of style and length. By skilfully using demonstrators and structuring the lesson so that pupils faced increased challenges, the teaching ensured that pupils were taken to the edge of their capabilities. One pupil said, “That was my best long jump yet as I used more momentum in my take off.”
137. Infant and junior pupils respond very well to these well-planned, interesting and challenging lessons. As teachers’ expectations are so high, pupils are motivated and work extremely hard in lessons. They share and treat equipment sensibly, for instance when measuring and recording the length of jumps. Pupils understand that physical exercise is an important part of a healthy lifestyle. A Year 1 pupil said “Exercise warms your body up and then you can settle well to your writing”.
138. Junior pupils learn to swim in a nearby pool and standards are above average. By the time they leave school all pupils can swim at least 25 metres (the standards expected nationally), and many can do much more, gaining both distance awards and personal survival certificates.
139. The enthusiastic co-ordinator leads the subjects well and is ably supported by a knowledgeable, dedicated and hard working team of teachers. There is a satisfactory number of after school physical education clubs and the school makes very good use of local sporting celebrities to coach activities such as ‘Tag Rugby’.

RELIGIOUS EDUCATION

140. Standards in religious education meet the expectations of the locally Agreed Syllabus for pupils in Year 2. By Year 6 pupils have a sound knowledge about the main faiths they have studied, and have a very good understanding of values and how these affect the way people live. Due to the number of pupils with a wide range of experiences, who join the school in Years 3, 4, 5 and 6, the good teaching is not always reflected in higher attainment. Evidence indicates that pupils who have been in the school since reception make better progress and attain above expected standards. The contribution of religious education to pupils’ personal development has improved significantly since the last inspection and is now very good.
141. Pupils in Year 1 and 2 learn about belonging, to a family, school and a faith. They know the special book and place of worship of Jewish people. They have heard stories from the Bible that teach about the character of God, for example ‘The Lost Sheep’ and have written poems of praise. Pupils in Years 3 and 4 visit the local church and can describe the main features. They know the significance of baptism and that the church is used for worship, prayer, weddings and funerals. They have a sound knowledge of the Bible, the main festivals of Christianity and an

understanding of The Lord's Prayer and its relevance for today. They have a sound understanding of the symbolism used in the major faiths they study. They have a very good understanding of the values different people have, what these tell us about a person and the connection between peoples' values and the way they live their lives. The treasure chest display promotes this learning well.

142. Pupils past work and records of monitoring by the previous co-ordinator indicate that teaching throughout the school is good. Teaching in the two lessons seen in the Year 5/6 classes was very good and excellent. The strengths of the teaching seen are the excellent relationships between the teacher and the pupils, which enable pupils to think deeply about difficult questions and concepts. As a result of this very good teaching pupils participate fully in lessons and show confidence in expressing their ideas and opinions even when they find it difficult. For example, in a 'Circle Time' they were asked to say something they were good at and something the person on their left was good at. Pupils thought carefully and very few ideas were repeated. Lessons are highly motivating and give very good opportunities for speaking and listening. The daily planning is of high quality so that the pace of lessons is brisk and time is used efficiently. Lessons meet the needs of all pupils; higher attainers and pupils with special educational needs are fully included. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

143. The Deputy Head took over the co-ordination of religious education at Easter. Records show that this subject has been managed very effectively over a period of time. Training on different world faiths has been provided, a portfolio of levelled work put together and monitoring of teachers' planning, pupils' work and teaching and learning has taken place regularly. The present co-ordinator has continued this good practice and has a detailed action plan to develop the subject further. This includes increasing opportunities for pupils to use information and communication technology to support their learning.