

INSPECTION REPORT

UPTON ST LEONARDS CE PRIMARY SCHOOL

Upton St Leonards, Gloucester

LEA area: Gloucestershire

Unique reference number: 115658

Headteacher: Mr S Campbell

Reporting inspector: Mr C Kessell
20695

Dates of inspection: 17th – 20th June 2002

Inspection number: 196634

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Bondend Road Upton St Leonards Gloucester
Postcode:	GL4 8ED
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Ellson
Date of previous inspection:	14 th July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20695	Mr C Kessell	Registered inspector	Information and communication technology	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed What the school should do to improve further
19664	Mr J Bayliss	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
25771	Mr P Sandall	Team inspector	English Physical education Provision for pupils with English as an additional language	
18709	Ms N Bee	Team inspector	Music	Areas of learning for children in the Foundation Stage Special educational needs
22352	Mrs F Gaywood	Team inspector	History Religious education	The quality and range of the curricular and other opportunities offered to pupils Equal opportunities
19302	Mrs C Perrett	Team inspector	Mathematics Art and design Design and technology	
27369	Mrs C Powell	Team inspector	Science Geography	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Upton St Leonards CE Primary School has 435 full-time pupils; 226 boys and 209 girls, aged between four and 11. It is larger than other schools and is situated in the village of Upton St Leonards, to the south east of Gloucester. About 20 per cent of the pupils come from the village, with the remainder attending from surrounding areas. Currently, the attainment of pupils when they start school is average. The vast majority of pupils are of white ethnic heritage. No pupils speak English as an additional language. Seventeen per cent of pupils are identified as having special educational needs, which is slightly below average. The majority of these pupils are identified as having learning difficulties, although some have behavioural problems. Five pupils have a statement of special educational needs. The percentage of pupils entitled to free school meals, at five per cent, is below the national average.

HOW GOOD THE SCHOOL IS

This is a good school that is led and managed well by the headteacher, senior staff and governors. It is popular with parents and oversubscribed. By the time pupils leave the school, they attain very good standards in English and good standards in mathematics and science. Pupils have good attitudes to learning and their behaviour is very good. The quality of teaching is good overall and pupils learn effectively. The staff are hardworking and work well as a team. The school provides good value for money.

What the school does well

- Standards are above average in English and mathematics at the end of Year 2. By the end of Year 6, pupils' attain standards that are well above average in English and above average in mathematics and science.
- The majority of teaching is good and pupils learn effectively.
- The headteacher provides good leadership and management. He is supported well by his senior staff.
- The pupils' moral and social development is very good. The pupils are very well behaved and have good attitudes to learning.
- Pupils are looked after well by teaching and non-teaching staff.
- An excellent range of extra-curricular activities is provided.

What could be improved

- The organisation of the school curriculum and the use of time.

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement overall since the previous inspection in 1997 and has developed more rapidly since the appointment of the current headteacher. The high standards observed during the previous inspection have been maintained, as have other positive elements, such as the moral and social development of the pupils and the quality of teaching. The main points of the key issues for action from the previous inspection have been addressed. In the majority of lessons, higher-attaining pupils are challenged effectively. Time is provided for subject co-ordinators to monitor teaching and learning and their role has developed well. However, not all subjects have assessment procedures. Standards have improved in history and are now above expectations at the end of Year 2, and in religious education, where pupils, by the end of Year 6, attain levels above the expectations of the Locally Agreed Syllabus. The standards attained by pupils at the end of Year 2 in science, design and technology and music, although in line with expectations, are the same as was found at the previous inspection when they were a key issue, and have not improved. The school has recently appointed a co-ordinator for multi-cultural awareness who has had limited impact because of his short time in the role.

STANDARDS¹

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 ²
	1999	2000	2001	2001
English	C	B	A	C
Mathematics	D	A	B	C
Science	C	B	B	C

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The results of the National Curriculum tests, in 2001, taken by pupils in Year 6 indicated that standards in English were well above average and above average in mathematics and science. When compared with similar schools, standards were average in all three subjects. Between 1997 and 2001, the school's trend of improvement was broadly in line with the national trend. The results of the national tests, in 2001, taken by pupils in Year 2 showed that standards were average in reading and writing and above average in mathematics. However, when compared with similar schools, standards were below average in reading and writing and average in mathematics.

The pupils currently in Year 2 are attaining standards that are average in reading and above average in writing. Their speaking and listening skills are also above average as are standards in mathematics. Standards in science are average. Pupils in Year 6 are achieving standards that are well above average in English and above average in mathematics and science. The school is likely to achieve its statutory targets in English and mathematics for pupils in Year 6. The targets set by the school for 2003 indicate further improvement.

The standards reached by pupils at the end of Years 2 and 6 in geography, history, information and communication technology and religious education are above those normally expected. Pupils achieve the expected standards in art and design, design and technology, music and physical education. Pupils' achievements are good overall. When comparing the pupils' results in national tests over time, there are some differences in the performance of boys and girls particularly in mathematics. Children in the reception classes are likely to achieve the expected standards in all areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and their positive attitudes contribute to the standards achieved.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour in and out of classrooms is a strength of the school.
Personal development and relationships	Very good overall. The pupils respond well to responsibilities, and respect the values and beliefs of others.
Attendance	Very good. The high levels of attendance provide a secure basis for learning.

¹ When making judgements on standards, inspectors focus on pupils' attainment at the end of each stage of education, i.e., at the end of the reception year, Year 2 and Year 6.

² 'Similar schools' are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

TEACHING AND LEARNING

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

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

The majority of lessons observed during the inspection were good or better, with pupils learning effectively. The teaching of English and mathematics is a strength of the school. Literacy and numeracy lessons were particularly good and the skills associated with these areas of learning were promoted well in other areas of the curriculum. In the majority of lessons, teachers have high expectations of the pupils in terms of their academic performance and behaviour. Pupils work hard and generally acquire new skills and subject knowledge and understanding at a good rate. Pupils are interested in their work and show a good understanding of their learning, particularly in Years 3 to 6. However, there are a few inconsistencies in a minority of lessons. In some instances, insufficient attention is paid to the range of ability found in some classes. This tends to impact more on less able pupils, and those with special educational needs, who can sometimes find some work too difficult. The teaching in the reception classes is satisfactory overall, but some children could be challenged more effectively. The quality of teachers' marking is variable, as is the attention paid to assessment information. Support staff make a significant contribution to pupils' learning. For example, good support is given to pupils with special educational needs and the information and communication technology technician works well with the pupils she helps.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and relevant curriculum that meets statutory requirements. However, the time spent on some subjects is inconsistent and some lessons are too long. The curriculum is not as well balanced as it could be.
Provision for pupils with special educational needs	Good. Provision is managed well by the special needs co-ordinator who is a very good practitioner. Identification and assessment procedures are good and the co-ordinator is in the process of producing guidelines to support the class teachers' work with these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral and social development is very good. Provision for pupils' cultural development is good, and for their spiritual development provision is satisfactory.
How well the school cares for its pupils	Good. A caring school that looks after its pupils well. The school promotes all aspects of inclusion and equality of opportunity.

The effectiveness of the school's links with parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership and management are good. He provides clear educational direction and there is a strong, positive ethos in the school and high expectations. He is supported well by the deputy headteachers, and the staff work well as a team. Subject co-ordinators manage their subjects well.
How well the governors fulfil their responsibilities	The governors provide a strong lead in the management of the school and work closely with members of staff. An effective committee structure enables them to fulfil their duties appropriately.
The school's evaluation of its performance	The quality of teaching and learning are monitored well. The school uses a good range of statistical data and assessment information to monitor performance and all elements of spending are evaluated. The school applies the principles of ensuring it achieves best value well.
The strategic use of resources	Financial procedures to support the educational needs of the pupils are very good. Additional funding is very well directed to ensure extra support and resources for pupils. The school has a good number of teachers and support staff. Overall, the

	school's accommodation and resources are good.
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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 school.• Academic standards and behaviour are good.• Teaching is good and staff are approachable.• The school helps their children become mature and responsible. The values promoted by the school are good.• The school looks after their children well.	<ul style="list-style-type: none">• The amount of work done at home.• Information about their children's progress.• The school working more closely with parents.

The views above are taken from the pre-inspection meeting that was attended by 50 parents, and from the 199 responses to the parents' questionnaire. The inspection team agrees with the positive points that parents make and finds no evidence to support the parents' views about the areas they would like to see improved. The effectiveness of the school's links with parents is judged to be good and the majority of parents are happy with what the school provides for its pupils, and feel that the school is a good one. Homework is used effectively to support the work in school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The pupils' attainment on entry to the school is about average. This is a different picture to the one found at the previous inspection when attainment on entry was judged to be above average and in the case of some pupils, well above average. Very few pupils currently enter the school with below-average attainment. By the end of their time in reception, the majority of children are likely to reach the expected levels in all areas of learning. Children make satisfactory progress because they have positive attitudes to learning and most listen well to all instructions. They enjoy coming to school and show appropriate personal independence. Most of the children talk about books with confidence, demonstrate a sound awareness of what books are for, and handle them carefully and sensibly. They are able to write their names and learn how to form their letters correctly. In mathematics, they all count and recognise numbers and learn how to write them correctly. Children begin to learn a mathematical vocabulary, using words such as 'longest' or 'shortest', and are aware of two- and three-dimensional shapes. The children learn about living things whilst looking at mini-beasts and the life cycle of butterflies. They observe how different materials change when heated, for example, when ice melts, and use construction toys to build models. They are enthusiastic and confident when using computers. As part of their physical development, the children undertake dance activities and show a good awareness of space as they move around the school hall. Scissors, paintbrushes and pencils are used in an appropriate manner. Children are given opportunities to sing songs and play percussion instruments and confidently take part in role-play sessions, using their imagination and expressing ideas.
2. The results of the National Curriculum tests, in 2001, taken by pupils at the end of Year 2, showed that standards in reading and writing were average, and above average in mathematics. These judgements are based on average National Curriculum points, which are calculated by attaching points scores to the levels achieved by all pupils. When compared with similar schools, standards were below average in reading and writing and average in mathematics. However, the attainment of pupils in Year 2, in 2001, could have been better in relation to their attainment on entry to the school. The percentage of pupils reaching the higher Level 3, or above, was close to the national average in reading and writing and above average in mathematics. Taking the three years from 1999 to 2001 together, pupils exceeded the national average in reading, writing and mathematics. The results of National Curriculum tests, in 2001, taken by pupils at the end of Year 6, showed standards to be well above average in English and above average in mathematics and science. National data indicates that these pupils made good progress in English and satisfactory progress in mathematics and science in relation to the level of attainment they reached in Year 2. When compared with similar schools, standards were average in all three subjects. However, the percentage of pupils reaching the higher Level 5 was above the national average in English, mathematics and science. Taking the three years from 1999 to 2001 together, the pupils exceeded the national average in English, mathematics and science but the school's trend of improvement from 1997 to 2001 was broadly in line with the national trend. When results over the last three years are examined, it shows that there have been some differences in the performance of boys and girls in Years 2 and 6, particularly in mathematics.
3. In Year 2, standards are currently above average in writing and speaking and listening and average for reading. Standards are above average in mathematics and average in science. In Year 6, standards in speaking and listening and writing are well above average, whilst reading is above average. Mathematics and science are also above average. These standards are very similar to those found at the previous inspection, despite some fluctuations in between. Pupils' achievements in these areas of learning are generally good. The school is likely to achieve its statutory targets for English and mathematics in Year 6, and the targets for 2003 indicate a further improvement. At the pre-inspection meeting, parents indicated that they were pleased with standards in the school and most felt that pupils of all abilities made good progress, although a minority commented that there was sometimes insufficient challenge for higher-attaining pupils. Inspection evidence indicates that, although pupils' achievements are generally good, some groups of pupils could learn more effectively in some lessons. This is a result of some work not being effectively matched to pupils'

abilities and impacts negatively on their progress over time. When responding to the pre-inspection questionnaire, 94 per cent of parents felt that their children made good progress at school.

4. Pupils in Year 2 talk confidently and enthusiastically. They read with expression and meaning. Writing standards are better than those normally found, with many pupils writing accurately and at length. The pupils have a good understanding of number and are confident in mental mathematics sessions. They have a good mathematical vocabulary and are able to apply their knowledge of numbers to problem solving successfully. In science, the pupils regularly participate in scientific investigations but these are often over-directed by the teachers. Consequently, pupils have a more limited understanding of predicting, planning and organising experiments. In Year 6, pupils respond well to challenging questions and use mature language in discussions and debates. They read well, although their enthusiasm for reading is quite mixed. The pupils' research skills are more limited. In mathematics, the majority of pupils can perform calculations quickly and are able to add, subtract, multiply and divide large numbers, using a range of methods. Pupils generally show a good range of scientific knowledge and understanding.
5. Standards in Years 2 and 6 in geography, history and information and communication technology are higher than those found in most schools. Standards in religious education are above the requirements of the Locally Agreed Syllabus. Pupils' achievements in these subjects are good. Standards in art and design, design and technology, music and physical education are average.
6. Most pupils with special educational needs make good progress when work is matched well to their individual needs. However, not all teachers modify written tasks effectively, and learning within lessons is not so good. The pupils receive good quality support from the learning support workers. In addition, when the specialist teacher works on the clear targets on pupils' individual education plans, support is very good and this has a significant affect on learning within lessons and the pupils' progress over time.

Pupils' attitudes, values and personal development

7. The pupils' personal development, behaviour and attendance are all very good. Their attitudes to learning and their relationships with each other are good. The very high standards reported at the time of the previous inspection have been maintained. All children settle into the reception classes well, and enjoy coming to school. Behaviour is good in the reception classes and the children develop good relationships with the adults who work with them and with each other. When given the opportunity the children develop satisfactory independence skills for example, as they begin to tidy up at the end of sessions.
8. Pupils' attitudes to school are good and contribute positively to the standards achieved. There is a constructive atmosphere in most classrooms with pupils being keen to learn. The pupils are confident and relate easily with adults, although never in a disrespectful way. They are very keen to come to school and show a keen level of interest in whatever they are doing. Pupils listen carefully and courteously to teachers and almost all willingly participating in question and answer sessions, doing so in a sensible and mature way. They display an enthusiasm to be involved and to apply themselves to whatever task is presented to them. This is particularly noticeable when teaching is stimulating and pupils are swept along with the excitement of the lesson, such as that seen in a Year 4 science lesson when they discussed the life cycle of a frog and then observed a range of small insects and animal life, using a variety of observational techniques and research aids. Some pupils observing spiders found this quite a challenge but they persevered thanks to the teacher's sensitive support.
9. Pupils' behaviour throughout the school is much better than in many schools. In classrooms, in the playground, when moving about the school, and when eating their lunch, pupils' behaviour is a strength of the school. There is an ethos of very good behaviour in and around the school that encourages learning to take place. Throughout the school, the pupils are polite, friendly and very well behaved. It was good to see all pupils, even the youngest children relatively new to the school, responding well to the high standards of behaviour expected. Boys and girls of all ages and backgrounds get on well with each other, showing respect for the feelings of others. Break times are pleasant social occasions, when the pupils behave well, playing together without any sign of bullying or other anti-social behaviour. There is some boisterous behaviour in the playground, but no

more than that to be expected when pupils are given the opportunity to let off steam away from the constraints of the classroom. It was good to see the sensitive and effective support provided by some girls in Year 6, as they helped a younger pupil who sustained a minor injury in the playground. Pupils understand and accept the boundaries of acceptable behaviour. There is no evidence to suggest that when minor misbehaviour does occur that it is oppressive, or that there is vindictive bullying or sexism within the school. There were no exclusions in the year preceding the inspection.

10. Harmonious relationships exist throughout the school community. The pupils respond very well to the school's extensive provision for their personal development, although the youngest in the school are offered fewer opportunities to display initiative and free choice than elsewhere. As pupils move through the school, many opportunities are provided to them to assume responsibility, which steadily increase as they move towards the top of the school. The school aims to provide opportunities for pupils to take ownership of their school, and it is successful in this. The pupils mature as individuals, becoming socially aware, developing views and opinions that are soundly based, and being able to express them sensibly, as when pupils in Year 6 talked about their views of the school. Pupils are conscientious in fulfilling their classroom and school responsibilities. Those involved in the very well organised School Council, take their responsibilities seriously playing a valuable part in the life of the school. All the pupils readily involve themselves in charitable activities, showing recognition of the need to help those less fortunate than themselves. Pupils respect the values and beliefs of others and this is apparent in the way the majority relate to each other both in lessons and elsewhere. Inspectors confirm the view of the large majority of parents that the school helps its pupils to become mature and responsible individuals.
11. Pupils' attendance is very good. The high level of attendance found at the time of the previous inspection has been maintained. There is no evidence of truancy, and unauthorised absence is negligible. Punctuality in the morning is good. When instances of lateness occur, they are of a minor nature and are not disruptive to lessons. The high levels of attendance provide a secure basis for learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. At the time of the previous inspection all lessons were judged to be satisfactory or better and 16 per cent of lessons were very good or better. This profile has been maintained, although the percentage of very good or better lessons is slightly lower. Overall, 35 per cent of lessons were satisfactory, with the remaining lessons being good or better. Very good or excellent teaching represented 11 per cent. However, there was no very good teaching in the reception classes, or Years 1 and 2. All of the teaching in the reception classes was satisfactory, and the proportion of good or better teaching was higher in Years 3 to 6 than other areas of the school. When responding to the pre-inspection questionnaire, 95 per cent of parents agreed that teaching was good in the school and, at the pre-inspection meeting, parents identified good teaching as one of the things that liked about the school.
13. Teaching in the reception classes is satisfactory. The teachers and the learning support workers interact well within groups; activities are varied and resourced well. Learning is satisfactory during all lessons, as the children acquire new knowledge, develop ideas and increase their understanding in all areas of learning. Teachers' planning and day-to-day assessments are satisfactory, but this information is not systematically shown in teachers' weekly planning to move individuals or groups of children onto the next step of learning. When children work independently, they are not always challenged and, on occasions, the children wander between activities without any sense of purpose.
14. Basic skills are taught well and the National Strategies for Literacy and Numeracy have been implemented well in the school. They have contributed to the above-average standards found in the school, as have the target groups, teaching groups arranged by pupils' ability, in Years 2 and 6. Reading skills are taught well and there is a positive approach to developing pupils' writing skills. The quality of the teaching of literacy and numeracy is consistently good and teachers have high expectations of their pupils in these areas of learning. However, there are occasions when some pupils are given inappropriate work. For example, some lower-attaining pupils did not finish work in English because they found it too difficult and, in mathematics, pupils of all abilities were given the same tasks in some lessons. Although higher-attaining pupils are often given more challenging

activities, demands are not always made that these pupils should achieve the tasks. In the majority of lessons, literacy and numeracy lessons are planned well and the teachers' knowledge and understanding of these subjects is good. Planned work for different ability groups is also an area of development for some science teaching. Again, some lower-attaining pupils do not finish their work because the activities are not sufficiently geared to their needs. On occasions, lesson objectives are too general and are not sharp enough. This leads to insufficient focus in some activities. The skills of literacy and numeracy are generally well promoted in other subjects. Good examples were seen of pupils' literacy skills being promoted through their work in history, and of pupils developing their mathematical understanding through using information and communication technology. By using the interactive whiteboards, information and communication technology is promoted well by teachers; however, in some subjects, for example in science, the use of information and communication technology is an area for development. A significant development in teaching since the previous inspection has been the development of pupils' thinking skills and many pupils are able to consider different approaches to problem solving and working out solutions.

15. Relationships are good throughout the school and the teachers' management of pupils is very good. There is a sense of purpose in most classes and a positive learning environment is provided so pupils apply good effort to their class work and maintain a good pace of working. Even in literacy and numeracy lessons that are overlong, pupils maintain their concentration and are generally productive. Overall, pupils acquire new skills, knowledge and understanding at a good rate. Very good teaching was observed throughout Years 3 to 6 although the majority of lessons were observed in Year 4. An excellent circle time³ session was also observed in Year 4. In the very good lessons, the pace of learning is more rapid and pupils make better gains in their knowledge and understanding and development of skills. A sense of urgency is promoted and teachers interact well with different groups of pupils. Work is matched well to pupils' needs and no time in the lesson is wasted. All pupils are challenged effectively and there are very high expectations. This was seen to good effect in the Year 6 numeracy target group for higher-attaining pupils and in a Year 5 literacy session, where pupils studied different styles of writing. In a very good Year 4 science lesson, pupils improved their knowledge and understanding of animal classification very effectively because of the teachers very high expectations, and in another very well-organised lesson in Year 4, pupils made significant gains in their understanding of favourite authors.
16. The quality of teaching for pupils with special educational needs is good and this high standard has been maintained since the previous inspection. The teachers and support assistants often support these pupils effectively in their lessons, but this support is not always consistent. The specialist teacher, who is very sensitive to all pupils' needs, gives good and sometimes very good quality support. Work is generally matched well to pupils' differing abilities, but, on occasions, some pupils, who have difficulty acquiring writing skills, are given too little guidance, which hinders their learning and they do not improve as well as they should. However, when tasks are clearly targeted to the pupils' individual needs, for example in Year 5, pupils' progress is often very good because of the high level of support from the learning support worker and the class teachers. All adults develop good and often very good relationships with the pupils they work with, and this results in pupils developing positive attitudes to lessons. This impacts on pupils' learning in all areas of the curriculum.
17. Support staff are used well and often make significant contributions to pupils' learning. A good example of this is the support given by information and communication technology technician, whose own good subject knowledge is used well to benefit pupils of all abilities. Pupils' work is marked regularly by teachers, often with supportive comments for pupils, but the quality of marking can vary significantly. In English, mathematics, and science there are examples of good marking that are constructive and help pupils move to the next stage of learning; there are also elements of marking that are not so helpful. At the pre-inspection meeting, parents had mixed views about homework and when responding to the pre-inspection questionnaire 24 per cent of parents disagreed that there was the right amount of homework. Inspection evidence judges that satisfactory use is made of homework to support the curriculum in school.

³ Circle time is a session provided for pupils to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.

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

18. The school provides a broad and relevant curriculum that meets statutory requirements, which fully covers all the subjects of the National Curriculum. Provision for religious education meets the requirements of the Locally Agreed Syllabus. The provision for the children in the reception classes is sound. It is planned in accordance with the new national guidance. There are planned opportunities for physical development in the hall and outside, although the current building work has restricted the use of this area this term.
19. The school places considerable emphasis on English and mathematics. As a result, any additional time found within the curriculum is apportioned to the core subjects⁴, and this has imposed a pressure upon the time available for some other subjects, creating an imbalance, which the school itself has acknowledged. For example, subjects such as geography and history are not planned for every term. For some year groups, this means that history is only taught once in the year. Consequently, the development of appropriate skills and understanding is not necessarily a continuous process. Some lessons in literacy and numeracy are unduly long, especially for younger pupils. This increases the risk of drops in concentration, or necessitates teachers spending short sessions 'filling in' or reading stories, for example, to younger pupils, for 20 minutes before lunch, because the morning is too long. In Years 3 to 6, another imbalance occurs because of the amount of time spent reading in class immediately after lunchtime. These sessions, coupled with occasional slippage in time after registration and before the first lesson, amount to a considerable portion of time during the week. Consequently, not all class timetables operate as well as they could and the curriculum is not balanced. The demands of literacy and numeracy limit the time spent on other subjects, particularly during the morning sessions.
20. Subject policies and schemes of work, largely based on national recommendations, are in place for all the subjects of the National Curriculum. Where the school feels that its own schemes were more appropriate, it has retained those units of work. The teachers' medium and long-term curricular plans are structured well, and include cross-curricular links. Good examples were seen, for instance, linking religious education with science, music, art and design, literacy and design and technology. The plans also indicate what pupils with differing levels of attainment should do. However, this is inconsistent, often leading to all pupils tackling the same work. The school has developed effective strategies for teaching literacy and numeracy. Generally, these are utilised well in other subjects. However, there is nothing to suggest that spending longer periods of time teaching them has increased standards. Successful steps have been taken to deal with some aspects of music and the arts within the curriculum. More money has been allocated, and there now exists a choir and an orchestra. A significant number of pupils are learning to play an instrument, and a new arts complex is currently under construction.
21. The provision for pupils with special education needs is good. All pupils have full access to the curriculum and the co-ordinator has begun to implement issues relating to the revised Code of Practice for special educational needs. Identification and assessment procedures are good and the co-ordinator is developing new guidance, which will assist class teachers further. Pupils' individual education plans have clear targets and these plans are reviewed regularly, with parents being fully involved.
22. The provision for pupils' personal, social and health education, including the teaching of sex education and drugs awareness, is satisfactory, and given an appropriately high profile. In all year-groups, activities are planned effectively and help pupils learn about life, and how to look after their bodies. There is a designated co-ordinator, but no formal scheme of work. The school council is very well developed, and pupils are proud of their membership. Issues are discussed, raised, and minuted, and representatives are given time to feed the results back to their classes. They have considered well, for example, the issue of equal opportunities, and the school caters appropriately for differing groups of pupils. One instance of an inappropriate nature was observed during the inspection, in science, when too much emphasis was put on the boys' learning, and the girls were not catered for as well as they might have been. However, also, during the inspection, an excellent

⁴ The core subjects are English, mathematics and science.

'circle time' session was observed, which provided ample opportunities for all the pupils involved to discuss and share problems and feelings with their teacher and classmates. There are opportunities for some pupils to demonstrate responsibility, such as having jobs, around school or within their own classes, which help them to develop a sense of personal responsibility.

23. The school provides an excellent range of extra-curricular activities and there is a positive contribution to learning made by its links with the community and partner institutions. The strengths found at the time of the previous inspection have been maintained. Pupils are presented with a very wide range of extra-curricular activities, including foreign language tuition, Country-dancing, art and gardening clubs, and various sporting activities, amongst others. There is something for everyone, contributing very significantly to the development of the pupils as rounded individuals. Links with the local and wider community, including the Church, are in line with what is expected, as are the school's links with its partner institutions. There has been some improvement in the opportunities provided for understanding the world of work, that were a weakness at the time of the previous inspection, and further work is planned. These are now satisfactory, but opportunities continue to be missed to take advantage of what might be achieved by a close liaison with, for example, the local education business partnership.
24. Overall, the provision for pupils' personal development, including that for their spiritual, moral, social and cultural development, is good. The high standards of provision for social and moral development available to pupils have been maintained, and the provision for cultural development is now good, which is an improvement since the previous inspection. The provision for pupils' spiritual development has deteriorated since the previous inspection, when it was reported to be very good, and is now satisfactory. Although the caring ethos of the school permeates all activities and helps to promote the very good relationships, attitudes and personal development of the pupils, there are no planned opportunities for personal development identified on teachers' planning, and curriculum policies do not identify opportunities that may arise to enhance this development. There are missed opportunities to develop aspects, such as spirituality, within the curriculum.
25. The school is a very caring community where pupils learn to respect each other's views and beliefs. For example, in Year 4 a teacher created a reverential atmosphere, where pupils discussed friendship, and, as a result of their discussions, acquired a deeper understanding of why relationships sometimes go wrong. This was an excellent opportunity for pupils to show a sense of concern and compassion and empathy with others. However, this was an isolated case, and 'circle time' is not used consistently throughout the school. The school provides pupils with moments for reflection in assemblies, but there is no focus for collective worship, such as the use of a candle or crucifix, and no use of music for entry and exit from assembly to create a feeling of spirituality. Opportunities are missed for experiences to be planned into lessons to develop the spiritual aspect more fully.
26. Provision for pupils' moral and social development remains very good, as it was at the time of the last inspection. Values are successfully promoted through the school's programme for personal and social development, where a developing sense of citizenship is encouraged through structured debate during various areas of the curriculum, such as science and religious education. There is a consistent whole-school approach to managing pupils' behaviour, and pupils are quite clear about their class rules and the sanctions applied when these rules are broken. From a very early age, pupils are taught the difference between right and wrong, and they benefit from the very good role models set by the adults in school. Very good opportunities are given in lessons for pupils to work collaboratively, sharing expertise and helping each other to achieve. Pupils make a positive contribution to the running of the school by volunteering to act as monitors in classrooms and around the school, or serving on the school council. The older pupils act as guides for parents visiting the school during open evenings. This engenders a sense of pride in their school and a sense of citizenship. Further opportunities to develop the social skills of the oldest pupils are offered through attendance on a residential visit. By the way that pupils relate to each other and to adults, it is clear that pupils are developing a good set of values that influence their perspective on life.
27. Provision for pupils' cultural development, including multi-cultural education, has improved since the previous inspection and is now good. Pupils learn about their own culture in subjects such as history, art and design, music, and English. In religious education lessons, pupils learn about other faiths and, in geography they learn their own country and about other parts of the world. Links have

been established with other parts of the world such as India, but these are not yet being fully exploited. The school has a good range of multi-cultural musical instruments that help to promote pupils' cultural understanding. The co-ordinator for multicultural awareness, although new, has already improved the resources in the reception classes. The school is very aware of the need to prepare pupils for life in multi-cultural Britain, and is taking positive steps to develop in the pupils a real tolerance and understanding of others.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school meets its obligations for child protection and for ensuring pupils' welfare well. A number of strengths were identified at the time of the previous inspection and these have been maintained. At that time, it was judged that the pupils were taught in a caring environment by staff who were genuinely aware of their needs. Although a small number of parents now feel that the school is not as caring as it used to be, inspection evidence supports the views of the large majority of them that the school continues to be a caring one. The support provided enhances the quality of education provided by the school by ensuring that pupils can work in a secure and happy environment.
29. Child protection arrangements have improved since the school was inspected previously, when some staff were unclear about procedures, and are now good. They meet statutory requirements. All members of staff understand their duty to be aware of the need to be attentive, and they undertake this responsibility conscientiously and well.
30. School staff and governors, who undertake regular risk assessments, have proper regard for the health and safety of the school community. However, during the inspection there were occasional instances observed of less than satisfactory procedures being adopted, such as the potential risk from unguarded burners and long hair in a Year 6 science lesson, and a lack of attention by pupils when dealing with trailing wires in the hall. Overall, however, health and safety procedures, including those to ensure safe use of the Internet, are well implemented. Fire safety and first-aid arrangements, including the school's procedures for dealing with the very occasional accident, are very good and appropriate records are maintained. There are good procedures for liaison with parents when necessary.
31. All teaching and support staff respond positively to the individual needs of the pupils. The school aids pupils' learning well by ensuring that all are treated equally and given proper support appropriate to their individual need, whatever their background or personal circumstances. Lunchtime supervisory staff relate well to the pupils, providing effective support that has a positive effect on behaviour and safety. The pupils are happy at school and confidently turn to adults when they need help or advice knowing that they will be dealt with sensitively.
32. The school has good links with external agents, with regard to pupils with special educational needs, and uses them when necessary to support these pupils. Documentation is kept on all pupils that clearly shows the progress they are making.
33. The school's very good procedures for monitoring and improving attendance contribute to the high level of attendance that is consistently achieved. Records of attendance are properly maintained and comply with statutory requirements. Procedures for recording unauthorised absence are rigorous, the weakness found at the time of the previous inspection having been overcome, and there are very good procedures to deal effectively with any unexpected absence. The school is aware of the need to review its timing of morning registration in classes in Years 3 to 6 in order to avoid the delay that inevitably happens when it is done between assembly and the first lesson, with only a headcount being taken on arrival at school.
34. Very good procedures are in place for monitoring and promoting good behaviour and eliminating oppressive behaviour. The school's policies are focused well on the need to promote good behaviour and there is good definition of rewards and sanctions, the latter being rarely necessary. The school's strategies are well understood and accepted by the great majority of the pupils. A small number of parents feel that there are inconsistencies about how the school manages its discipline policy, but nothing was seen during the inspection to support this view. There is a successful whole-school approach to the promotion of good behaviour and the development of positive attitudes and self-discipline. All teachers have good strategies for dealing with the very

occasional instances of inappropriate behaviour and, as a result, there is very little disruption to the flow of lessons.

35. The school's arrangements for the promotion and monitoring of pupils' personal development are good overall, with some very good features. The promotion of personal development is a strong feature of the school's provision with many opportunities being provided to pupils, such as individual school and class monitor responsibilities, taking part and helping in assemblies, circle time, when pupils can share ideas and experiences, and an effective school council. These all contribute successfully to producing mature, well-rounded individuals. No formal records of non-academic achievement, such as an individual record of achievement, or personal profiles, are maintained but the school's arrangements for monitoring, including teachers' records, and summaries in the pupils' annual reports, are generally effective. Informal arrangements for supporting pupils' personal development, which benefit from teachers' knowledge of pupils as individuals, support the promotion of personal development well.
36. Procedures for assessing pupils' attainment, and those for monitoring and supporting academic and personal development are good, and effective use is made of the information gathered. At the time of the previous inspection, a key issue was to improve assessment in the non-core subjects. The school has put in place good systems in the core subjects and made good improvement with the other subjects, which are now assessed in a more systematic and consistent manner. Most subjects have, at least, an annual assessment, which is well documented and clear, running from an agreed timetable in Reception to Year 6. Procedures for tracking groups of pupils are well organised, where individuals carefully chosen to represent particular ability groups. Careful note is taken of their progress, and is judged to be indicative of general strengths and weaknesses within the group. Pupils complete formal standardised tests each year and, through discussions with teachers and the assessment co-ordinators, attainment levels are predicted for pupils to achieve by Year 6. In this way, the school monitors its work for the inclusion of all pupils and tracks individuals and groups to ensure appropriate progress takes place. A lack of challenge for higher-attaining pupils was also identified in the previous report. Since then, the school has carried out good work in this area. The systems for identifying pupils who are more able work effectively, from a good policy statement, using subject-specific checklists. The school has set in place grouping arrangements, which helps to target specific pupils. However, insufficient use of information sometimes leads to work, which is still not planned well enough for all ability groups, and everyone does the same activity, especially in the non-core subjects. Portfolios are kept in many subjects of the curriculum, but, as yet, little work has been done on establishing a consensus about different levels of attainment with all the staff. At present, this work takes place at senior management level. This causes problems when planning work, because teachers do not use assessment data appropriately enough to plan at the correct levels, and the evaluation process is inconsistent, making it difficult to move pupils on from where they are in their learning. Thus, some teachers take into account how well the work they had planned has been achieved, but systematic recording of this is still not a feature of the school's use of assessment. On the whole, teachers support their pupils well personally, as well as academically, by encouraging appropriate thinking in lessons and by good analysis of test results. Record books are full of annotations about judgements teachers make to keep their pupils on track, and grouping and awards schemes help in this process.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. At the time of the previous inspection it was judged that the school involved parents well, and that there was a very strong partnership with parents, with parents being very involved in supporting class teachers. The position is not quite so secure now.
38. There were 199 pre-inspection questionnaires returned, representing 46 per cent of those issued, and 50 parents attended the pre-inspection meeting, so the views expressed are very representative. A mixed picture is presented, although care has to be taken in interpreting some parental responses which have possibly been coloured by the headteacher's decision to rearrange a Year 6 residential visit, because of a perceived need to have everyone present in school during the inspection week. Nevertheless, the views of parents are less positive than frequently found in similar schools. Whilst most parents are happy with what the school provides for their children, feeling rightly that the school is a good one, there are a number that have wide-ranging concerns. In this respect the situation has deteriorated since the previous inspection when no aspect of the

school's provision concerned a significant number of parents. The school has recognised that more needs to be done to embrace all parents fully and has strategies identified in its improvement plan. Inspectors find no significant weaknesses in the school's relationship with parents.

39. The effectiveness of the school's links with parents is judged to be good.
40. Links between school and home are supported by a home-school agreement that provides for commitment by all to the improvement of standards. The school encourages parents and other helpers to participate in its work. Those that do so, for example, by supporting the delivery of information and communication technology and art and design, hearing readers, and assisting with extra-curricular activities, make a significant contribution to the work of the school. There is a supportive Friends' Association that fosters relationships between home and school. Its activities provide opportunities for parents, staff and pupils to socialise and raise funds that provide much welcomed additional financial support to the school.
41. The quality of information provided formally by the school is good. Newsletters and half-termly curriculum information sheets, together with a variety of liaison activities held throughout the year, keep parents well informed about school activities. There are regular opportunities, formal and informal, for parents to meet with teachers to discuss their children's progress. Parents are welcome to visit the school at any time, though preferably by appointment to ensure availability. The school prospectus, complemented by an informative 'Starting School' infant handbook, is a well-organised, though somewhat formal, very comprehensive document that gives parents all the information to which they are entitled, except for properly reporting on the school's policy for providing for children with special needs. The governors' annual report to parents is also a well-organised informative document that has some very good features. The information is provided in a user-friendly way that is attractive and accessible to parents, providing much to interest them. There is a well-focused summary by the Chair of Governors, a very good financial review, and good reporting of the school's provision for pupils with special educational needs. Taking the prospectus and the annual report together, except for a weakness in reporting on the school's provision for pupils with disabilities, statutory reporting requirements are now met, which is an improvement compared with the situation at the time of the previous inspection.
42. Parents are provided with regular opportunities to be informed of their children's progress throughout the year and annually through a written report. The quality of reports, which parents like, is satisfactory overall. Statutory reporting requirements are met. All subjects are reported separately, although, except for English, mathematics and science, the comments are very brief and give parents little indication of how their children are performing in comparison with what they should be doing. A general comments section is used well by most teachers, clearly indicating each pupil's non-academic strengths and weaknesses and giving a good guide to their personal development. Observations are objective and provide a good record of pupils' personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The school is well managed by the headteacher, who in turn is well supported by his senior management team; the two deputy-headteachers who manage the different key stages in the school. When responding to the pre-inspection questionnaire, 84 per cent of parents agreed that the school is well led and managed. Fourteen per cent disagreed. A number of individual comments were made by parents critical of the headteacher's management style. The previous inspection described the management of the former headteacher as 'effective' giving 'clear educational direction' and with good communication within the school. All of this has been maintained by the current headteacher, who is just completing his second year in post. Evidence from discussions with teachers and governors indicate that the day-to-day management of the school has improved. Inspectors would conclude that differences in leadership style, and the rearrangement of a school residential visit, have drawn some parents to the incorrect conclusion that the school is not well led and managed. The 'strong positive ethos' identified at the previous inspection still exists and pupils in Year 6 talked very positively about the management of the school. This is a more effective management structure than previously, when any number of staff were part of the senior management team and there were no regular management meetings. Through regular key stage meetings and whole-school staff meetings, teachers and non-teaching staff have good access to

what is happening and developing in the school. The role of the subject co-ordinators has improved significantly since the previous inspection, when their monitoring of teaching and learning was a key issue. Overall, individual subjects are now managed well through the school.

44. The quality of teaching and learning is monitored by the headteacher, the deputy headteachers, and subject co-ordinators, through observing lessons, scrutinising pupils' work, and checking assessment files, although opportunities for subject co-ordinators to see teaching taking place are fairly restricted. Co-ordinators also look at planning and produce a written assessment of their subject's strengths and areas for development. An 'action plan' is developed from this, which is shared with the rest of the staff and the governing body, before being agreed and financed through the budget. This is good practice, as is the recent involvement of each governor with an individual subject, which includes a report back to the governing body on what they find. However, the school's perspective regarding the effectiveness of the Foundation Stage is inaccurate and a weakness.
45. The school improvement plan is initially put together by the senior management team and governors and then shared with the staff. There is a school improvement plan committee made up of staff and governors. Staff feel ownership of the school improvement plan and it reflects a commitment to improving standards and the quality of education. Staff are valued by the school's management and there is a pride amongst the teaching and non-teaching staff about what the school has achieved so far. Expectations are high and there is a shared commitment to improvement. The school's capacity to succeed is good. Most teachers are very receptive to new ideas and advice that will help them improve their practice.
46. Performance management systems are well implemented and managed. Arrangements for in-service training are the province of the headteacher, who looks first at the needs of the school as a whole, but is aware of the importance of allowing for teachers' personal development wherever possible. It is significant that the great majority of teachers leaving the school do so for promotion. However, teachers in the Foundation Stage feel that they have received insufficient training for their area of learning.
47. The co-ordinator for special educational needs is knowledgeable and has a clear understanding of how pupils with special educational needs learn. She liaises very effectively with all adults who work with pupils with special educational needs and with the pupils themselves. This results in the day-to-day systems in the school running very smoothly. During the termly reviews, the co-ordinator monitors the provision that the pupils receive. Funding for pupils with special educational needs is used well, in particular, to give additional specialist support from the co-ordinator to help pupils develop basic skills. This support is of a very high standard.
48. The school rightly places the achievement of high standards at the centre of its priorities and makes effective use of the information provided by standardised tests. It reviews its own performance against prior achievement, but is less effective at comparing itself with schools judged to be similar in order to target areas for improvement. Generally, however, it has the right priorities, looking at excellence in all subjects as well as the development of the whole child.
49. At the time of the previous inspection the school had governors that provided a strong lead, with many involved in visiting classes on a regular basis. There was close liaison between governors and members of staff and an effective committee structure enabled the governing body to undertake its duties effectively. The position is much the same now. Governors fulfil their statutory duties and are helping to shape the direction of the school in a supportive way. The governing body, very capably led by its Chair, undertakes its responsibilities well, providing good support to the school. Governors are proud of the school and they show an active interest in all aspects of its work. They liaise closely with the school, offer support and monitor developments in provision and standards. Governors are involved in the work of the school, both as members of various committees, and as individuals undertaking their responsibilities for literacy, numeracy and special needs as well as link activities. They are provided with regular reports from the headteacher that inform them about school activities and the opportunities open to the school. As a result, they have a good understanding of the strengths of the school. However, there is too much emphasis on justifying what is being achieved rather than concentrating on how it might be better. There is too

ready an acceptance that the school is doing everything very well, and as a result the governors' role as a critical friend is not yet fully developed.

50. The school has very good procedures for ensuring that the financial resources available to it are used appropriately to support pupils' learning. A strong feature of the school's provision at the time of the previous inspection has been enhanced by improved procedures and a more strategic vision provided by the headteacher.
51. There is very effective liaison between governors, the headteacher and staff in formulating the budget. Governors take an active part in the development of the budget and as a result they have ownership of it and the strategies behind it. They explore a variety of options open to them and take decisions with confidence because of the expertise amongst their members and the objective information provided by the headteacher. Governors have proper regard for the use of accumulated financial reserves. They are aware of the implications of their decisions in this respect. There is secure contingency planning in place to ensure that the school's finances, which are similar to the average for primary schools nationally, will be sufficient to ensure the continuation of its present strategies. Monitoring arrangements are secure and there is effective corporate decision-making that ensures that the financial resources available to the school are properly targeted to support the school's priorities and to meet its aims and objectives.
52. The specific funds element of the school's finances, and other additional funding, is very well targeted. Its use by the school has a positive impact on the quality of learning provision for the pupils who are supported, particularly those with special educational needs. The funds are used effectively to raise the quality of support and the attainment of those pupils who benefit.
53. The school's overall administration arrangements and the day-to-day control of its finances are of high quality. Clerical staff are well organised, competent and committed. They make a significant contribution to the smooth running of the daily life of the school community. The school office is well equipped and there is effective use of new technology here and elsewhere in support of the work of the school. Very good use is made of the information available from the school's computerised management system. All recommendations of the school's most recent audit report have been acted upon.
54. The school has a good number of suitably qualified teachers and these are well supported by a good number of hard working and effective support staff. The accommodation and learning resources are good, and there is good provision for information and communication technology.
55. The number of staff without classroom responsibility is generous, and includes two deputy head teachers, a full time special educational needs co-ordinator, and a part-time teacher supporting the two Year 1 classes. The two deputy headteachers support groups and classes and work with pupils in Years 2 and 6, enabling them to be taught in small groups based on their ability. This has contributed to the rise in standards, particularly in literacy and mathematics at the end of both key stages. However, in Year 1 classes, where two teachers teach separate ability groups in the same room, there is a negative effect on the quality of teaching and learning, particularly when two discussions take place at the same time. The appointment of an information and communication technology technician is effective and has made a significant impact on information and communication technology standards and provision in the school. Members of staff employed to work with pupils who have special educational needs are appropriately deployed and provide good support. All clerical staff are of a high quality and make a significant contribution to the efficient running of the school.
56. The accommodation is good. There have been improvements since the previous inspection and the replacement of the 'mobile' classrooms are part of the future planning. Upon the completion of the 'Arts Centre' more accommodation will become available, for example for pupils with special educational needs. The classrooms for pupils in Year 6 are small, and the lack of space inhibits activities, such as experimental work in science. Facilities for physical education are good. The spacious grounds, which include a flat playing field, wildlife area, small adventure playground, board games and picnic tables, are used well and enhance pupils' learning.

57. Learning resources are good. Many have recently been increased to meet the needs of the new planning for subjects. Resources for design and technology have been improved since the previous inspection and are now satisfactory. Resources for information and communication technology are good and the whiteboards in classrooms are a good feature, being used effectively as teachers gain confidence. The grounds are used well for environmental and outdoor education.
58. In judging the school's performance the headteacher, in particular, and members of the governing body use the four principles of 'compare', 'challenge', 'consult', and 'compete', well to plan and implement the work of the school to ensure that it provides best value in its educational provision. 'Compete' and 'consult' are strong features, 'compare' and 'challenge' less so, though satisfactory with some good features. All elements of the school's spending are evaluated to ensure that the most economic, effective and efficient quality of education and support is provided for the pupils in its charge. A variety of statistical information is used to monitor the quality of learning and identify priorities for development. This is a strong feature of the school's self-evaluation in determining 'what we are doing', but its outcomes are not yet appropriately compared with that achieved elsewhere, so that, whilst governors are aware of the need to challenge what is going on in the school, their procedures for doing so lack some rigour.
59. Taking into account the pupils' enthusiasm for school and their very good behaviour, the good teaching, and good leadership and management, the above-average standards achieved in English, mathematics and science and the pupils' very good moral and social development, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. The inspection recognises the above-average standards achieved by pupils at the school, and the good quality of teaching and learning overall. In addition to the work already undertaken and, in order to improve standards and the quality of education further, the headteacher, staff and governors should now:
- Provide a more balanced curriculum by reviewing the time allocated for all subjects. *(Paragraphs 19, 20, 24, 71, 90, 93, 107 and 111)*
 - Monitor all timetables to ensure that time is used more effectively. *(Paragraphs 19, 20, 71, 90 and 107)*

Other issues which should be considered by the school for inclusion in the action plan:

- improve the use of assessment by staff in the Foundation Stage, and develop their expertise further. *(Paragraphs 46, 62, 63, 65 and 66)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	39	25	0	0	0
Percentage	1	10	54	35	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

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	435
Number of full-time pupils known to be eligible for free school meals	20

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	74

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	17
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.1	School data	0.0
National comparative data	5.6	National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	28	30	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	25	27
	Girls	28	30	29
	Total	55	55	56
Percentage of pupils at NC level 2 or above	School	95 (93)	95 (97)	97 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	27	25
	Girls	28	28	27
	Total	51	55	52
Percentage of pupils at NC level 2 or above	School	88 (93)	95 (95)	90 (97)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	34	26	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	27	32
	Girls	24	19	25
	Total	56	46	57
Percentage of pupils at NC level 4 or above	School	93 (94)	77 (97)	95 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	29	31
	Girls	22	20	20
	Total	51	49	51
Percentage of pupils at NC level 4 or above	School	85 (94)	82 (97)	85 (100)
	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	0
White	363
Any other minority ethnic group	9

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)	18.4
Number of pupils per qualified teacher	24
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	175.5

Financial information

Financial year	2001/02
	£
Total income	825,517
Total expenditure	840,861
Expenditure per pupil	1,942
Balance brought forward from previous year	59,571
Balance carried forward to next year	44,227

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	10

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	435
Number of questionnaires returned	199
Percentage of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	4	1	0
My child is making good progress in school.	50	44	4	1	2
Behaviour in the school is good.	49	47	3	1	1
My child gets the right amount of work to do at home.	33	44	19	4	2
The teaching is good.	56	39	3	0	2
I am kept well informed about how my child is getting on.	34	44	16	6	1
I would feel comfortable about approaching the school with questions or a problem.	63	27	5	5	1
The school expects my child to work hard and achieve his or her best.	60	35	2	0	3
The school works closely with parents.	32	44	17	7	1
The school is well led and managed.	50	34	6	8	3
The school is helping my child become mature and responsible.	53	40	4	2	2
The school provides an interesting range of activities outside lessons.	54	38	5	2	3

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

61. At the time of the current inspection there were 59 children in the reception classes. Children are admitted to the school at the beginning of each autumn term. Induction procedures are good. Parents are well informed and each intake of children is staggered, which enables all of them to settle into school easily. Parents feel that their children settle into school quickly and happily and are very pleased with the information that they receive from the school. One child is identified as having special educational needs. Children's attainment on entry to the school is average, which is lower than reported during the previous inspection.
62. The school has responded satisfactorily in developing the provision for young children since the previous inspection although the teachers have had little training for this. The curriculum for the Foundation Stage is closely linked to the Early Learning Goals which teachers then link to the National Curriculum. Teachers are aware of the need to develop a profile that clearly shows how each child is progressing through all areas of learning. Information and communication technology is used satisfactorily to promote learning in many areas. All children are supported well by the adults who work with them. Basic literacy and numeracy skills are satisfactorily promoted in many activities and there are satisfactory opportunities for children to begin to develop confidence when speaking during class discussions, although, when the children are expected to sit for too long a few children have difficulty concentrating. Mathematical skills are similarly promoted in many areas such as in dance lessons when the children are asked to 'Tap their knees eight times'. Learning resources are good to promote all areas of learning inside and outside the classrooms. The children have regular opportunities to use the apparatus in the main hall to develop their physical skills. There are good outdoor play facilities that include a playground and grass area, which houses an adventure playground. Although planning shows that the children have many opportunities to use these facilities, they were hardly used during the week of inspection because of the noise and dust from the building work that is being completed outside the classrooms.
63. The teachers and the learning support workers develop good relationships with the children and manage them well. They have high expectations regarding behaviour and generally develop basic skills effectively. Adults interact well within groups and develop vocabulary satisfactorily, as was seen during a lesson where vocabulary, such as 'yesterday', 'today' and 'tomorrow', was introduced and reinforced. Children were given good opportunities to articulate their thoughts, in the initial part of the lesson, which they did with confidence. During the latter part of the lesson, they recorded their thoughts by drawing pictures and colouring them in. Teachers' expectations were too low for the more able children, who were capable of at least labelling their drawings. The development of children's writing skills was not particularly well promoted during this session, although learning was judged to be overall satisfactory for most children. Adults support most children effectively during lessons but, at times, some children do not achieve enough. On occasions, children were seen to be wandering from one activity to another and it was not clear what was expected of them. This is because activities that children are expected to work at independently are not always challenging. There are too few opportunities for children to systematically develop the skills taught by teaching and non-teaching staff independently. For example, classrooms do not have designated book corners or writing tables. There is no creative area where children can select materials to create their own pictures or patterns. Teachers keep satisfactory records of what children can do. For example they evaluate their teaching, in particular in the areas of literacy and language, mathematical development and in the science element of children's knowledge and understanding of the world. However, this valuable information is not consistently linked into their planning. As a result, tasks are sometimes too hard for some children and too easy for others and this affects children's learning within lessons and their progress over time.

Personal, social and emotional development

64. Teaching is satisfactory and this area is well promoted in most activities which the children take part in. Behaviour is good and most children listen well in all situations. By the end of their time in reception most children are likely to at least reach the levels expected for their age. Progress is

satisfactory. The children show positive attitudes to learning and enjoy coming to school. Their personal independence is satisfactorily developed, for example, most children change confidently into the 'butterfly costumes' in the 'Butterfly House' role-play areas. There are many opportunities for the children to work in pairs and small groups and begin to develop the skills necessary to work independently. When given the opportunity, most children select activities with confidence and tidy away at the end of sessions. Planning and past work shows that the children begin to develop a basic understanding of different festivals and religions. Previous work shows that they have used clay to make divas as they learnt about Divali, the festival of light, and listened to the story of Joseph and his brothers and talked about the emotion of jealousy.

Communication, language and literacy

65. The quality of teaching of communication, language and literacy skills is satisfactory. Children read books with confidence and enjoyment. They are keen to talk about what their books are about and most do this assuredly. Higher-attaining children begin to learn a satisfactory range of words, which they recognise as they read, and use their growing knowledge of sounds to help them with words which they do not know. Lower-attaining children rely on the heard text and use the pictures to guide them as they tell the story. Few children know what a library is and some have little idea of where to find the 'title' of the book. All children demonstrate a sound awareness of what books are for and handle them carefully. Book corners, where children can select a book and sit quietly at different times during the day, are not well established. However, each week there are timetabled lessons, where the children have the opportunity, at the end of the day, to select books to read or share with an adult or another child. These sessions do promote reading and show clearly the children's positive attitudes to learning and reading. Most children sustain concentration well as they sit and look at books during these lessons. As they develop early writing skills, they record their ideas and experiences confidently through drawing and attempting to write independently at a low level. Most children can write their first names, but many cannot write their full names because teachers do not consistently expect them to. Higher- and average-attaining children showing a developing understanding of letters and words in their writing, and confidently ask how to spell words such as 'child-minder'. Basic dictionary skills are not systematically developed to enhance children's independent writing. For example, many children identify the mistakes they make, as they write simple words, such as 'wiv' for 'with' and 'wnet' for 'went', but have little idea of how to correct them. All children write for a range of different purposes, such as when they write shopping lists, and they begin to develop an idea of how to write stories. There are many opportunities for children to learn how to form their letters correctly. The children make satisfactory progress and are likely to at least reach the expected standards in this area by the end of their time in the reception class.

Mathematical development

66. The quality of teaching is satisfactory, and all children have opportunities to learn mathematical skills in the many activities they are offered; for example, they all count and recognise numbers and learn how to write numbers with correct formation. Number rhymes are taught, which reinforce the sequence of numbers up to 10, and the sequence from 10 back to zero. Higher-attaining children begin to recognise, name and write numbers above 10. Children begin to be aware of how to add and subtract numbers. Teachers' planning links mathematical development with creative development as children paint ladybirds and count the spots to develop their idea of simple addition. Adults interact well within the groups and give the children many opportunities to articulate their thinking to develop their mathematical understanding. The children begin to develop a satisfactory understanding of basic mathematical vocabulary such as 'lighter' and 'heavier' and 'longest' and 'shortest' as they work on practical activities and later record their findings. However, children's learning is hindered when teachers miss opportunities to promote mathematical vocabulary. For example in an art-based activity, where children were developing symmetrical patterns on butterfly wings the words 'symmetrical' or 'symmetry' were not mentioned. Children begin to develop a satisfactory awareness of two- and three-dimensional shapes and learn how to add small amounts of money. Children make satisfactory progress and most are likely to reach the expected levels for their age by the end of their time in the reception class.

Knowledge and understanding of the world

67. The quality of teaching is satisfactory and most children make satisfactory progress in this area. Adults generally take advantage of reinforcing ideas taught previously, and the majority of children are likely to reach the expected levels for their ages by the end of their time in the reception class. Children begin to learn about living things as they look at the mini-beasts and the life cycle of butterflies. For example, 'butterfly houses' have been created in the role-play area, and the children experience dressing up as butterflies. This activity reinforces children's personal, social and communication skills well. The children learn new vocabulary, such as 'cocoon' and 'habitat', and use these words correctly as they talk about what they have learnt. Creative development is linked well to this area, as children use paper and a computer program to paint butterflies. Children are enthusiastic and confident as they use the computers. Basic skills are satisfactorily promoted through the use of information and communication technology. The children look at different materials and observe how heat changes their appearance. For example, they learn that eggs change when they are cooked and that heat makes ice melt. All children learn how to join materials together by using a range of tools. They make seed packets from paper and this is linked well with children's creative development and language and literacy skills as they illustrate the packets of seeds and write instructions for growing them. They use construction toys to build models as they work together in small groups or choose to work alone.

Physical development

68. The quality of teaching is satisfactory. No structured outdoor play sessions were seen because of building work outside the classroom, but planning indicates that this area is planned for satisfactorily. There are regular opportunities for children to develop physically in the hall, where they learn how to use their imagination during dance lessons and develop a satisfactory awareness of control and co-ordination. A satisfactory lesson was seen where children were given streamers and confidently made patterns in space. They showed a good awareness of space as they travelled around the hall and listened well to instructions. Most children changed their clothes independently, but a few had difficulty and needed help from adults. There are many opportunities for children to use scissors, paintbrushes and pencils, and they do this with satisfactory control. All children play imaginatively with construction toys and teachers' planning shows that there are suitable activities for children to use soft materials such as clay. Progress in this area is satisfactory and most children are likely to reach expected standards by the end of their time in the reception class.

Creative development

69. The quality of teaching in this area of learning is satisfactory. Although no singing lessons were seen during the inspection, teachers' planning shows that there are regular opportunities for children to sing songs and play percussion instruments. The majority of children express their own ideas and communicate their feelings through well-organised role-play sessions in the 'butterfly houses'. They use the sand to draw butterflies and explore patterns and basic symmetry. Past work shows the children communicate ideas as they turn it into a 'bug habitat'. Children draw two-dimensional mini beasts, bees, butterflies and ladybirds, using a variety of materials to create colourful displays. Higher-attaining children use the computer independently to draw pictures, using an art program, whilst lower-attaining children are supported well by adults, in particular when a parent-volunteer comes in to work with them. Children make satisfactory progress in this area of learning and most are likely to reach the expected levels by the end of the reception year.

ENGLISH

70. Pupils currently enter Year 1 with average attainment and make good progress in their English. By the time they reach the end of Year 2, standards in both writing, and speaking and listening, are above those found nationally, while standards in reading are similar to the national average. This achievement is built on in Years 3 to 6, with pupils continuing to make good progress, and, by Year 6 standards in reading are above national averages, and well above average in speaking and listening, and writing. More pupils than expected achieve the higher Level 5 in the national tests, indicating that the school is successful in stretching its higher-attaining pupils. Current standards, which are generally borne out by the results of national tests, have been maintained since the previous inspection.

71. The school is committed to raising standards and this success is directly attributable to the quality of education it provides. The 'literacy hour' is effectively planned, although some sessions are longer than is necessary. The setting of pupils by ability in Year 2 and Year 6 is successful in enhancing the learning of pupils of all abilities in these age groups. The greatest single contribution, however, is the quality of teaching. This is good throughout the school, and in Years 3 to 6 there is some very good teaching.
72. Many pupils start Year 1 with a sound basic vocabulary and the ability to express themselves clearly. While sensitive to those who need more help, teachers build on this strength effectively. They use appropriate language, for example to talk about parts of speech, or aspects of writing and, more importantly, expect pupils to use it as well. Pupils are encouraged to look below the surface of literature and read text carefully to gain wider meaning. A good example of this is was seen during a Year 4 lesson in which pupils explored the way in which Roald Dahl used humour to deal with sensitive issues such as unfairness. Through very good questioning the teacher led pupils to write letters to one of his characters that showed a real appreciation of the difficulties she faced. At the end of the lesson, further discussion showed just how deeply many pupils had been thinking. Pupils in Year 5, debating whether letters to a newspaper showed bias, argued with conviction and were able to justify their opinions by referring to the text, although some of the higher-attainers tended to be rather dismissive and scornful of other pupils' views.
73. Pupils across the school talk with enthusiasm and confidence, not only about their own interests or topics within their experience, but also about more philosophical questions, for example in religious education. Younger pupils, for example in Year 1, are encouraged to give their opinions in subjects such as science and geography. Older pupils are able to understand and answer complex questions. Their command of spoken language enables them to write with insight into feelings and events, as when pupils in Year 6 put themselves in Robinson Crusoe's place, as he is about to be rescued. They respond orally to challenging questions, and higher-attaining pupils offer language such as 'desperate', 'isolated' and 'distraught' to describe his feelings.
74. Reading skills are taught well. Younger pupils learn letter sounds and names and use this knowledge to read new and familiar words. This skill gives them the confidence to tackle new books. Pupils read with expression, with even the younger pupils conveying meaning by the use of different voice, pace or volume. Lower-attaining pupils, as well as those with special educational needs, make good progress, because they receive help and support. The level of enthusiasm for reading varies quite a lot, with not all pupils able to talk about favourite authors or the type of books they enjoy. Despite this, standards continue to rise through Years 3 to 6 and this represents good progress.
75. Pupils throughout the school have a library visit once a week, when they can select both fiction and non-fiction texts. The newly reorganised library is a great asset and run well with the help of parent-volunteers. It is, therefore, surprising that many pupils have limited research skills, and are not very sure about how to look for a non-fiction book on a particular subject, or how to use an index, glossary, or 'skimming and scanning' techniques, to help them to find specific information. The school is aware that this is an area for future development, and has plans in place to address these concerns.
76. There is a positive focus on pupils' writing from an early age, and the consistency of teachers' expectations enables pupils to develop their knowledge and understanding of expressive language and to structure their writing to suit different purposes. As a result many older pupils are confident writers who choose words and phrases carefully to support their intentions. Looking at pupils' books, especially towards the end of a school year, shows that pupils in all classes are making sound and often, good progress. This is true of pupils of all abilities, including those with special educational needs, who are given good support both in class lessons and through focused teaching. There are also examples in all year groups of pupils making good use of word-processing skills to enhance the presentation of their written work.
77. By the end of Year 1, many pupils write short sentences, using capital letters and full stops in the right places, with legible printing and good attempts at spelling. They are encouraged to use 'word banks', as well as having a go for themselves. In Year 2, higher-attaining pupils make good

progress, writing accurately and at length. They are beginning to join their handwriting. While lower attaining pupils also achieve well, those in the middle make fewer gains: the pressure of writing at length has a negative effect on their spelling and use of sentences. Despite this, the overall standard of writing is better than that usually found. The material on the walls of the Year 2 classes provides plenty of ideas and stimulus and the content of lessons offer plenty of challenge. Teachers' marking also offers helpful comments and ideas to help pupils improve.

78. This good quality marking is fairly consistent across Years 3 to 6, with some very good examples of specific praise being used, while targets are set for future improvement: One such comment read, 'A good attempt at science fiction but I forgot it was set on another planet towards the end'. The setting of literacy targets in the front of pupils' books is less effective, particularly as pupils often do not know what they are. Some are too vague, such as the comments 'neater handwriting', or 'take more care of presentation'. Others are more specific, for instance, one comment was 'build tension using a range of adjectives in stories', however, there is no evidence of any analysis as to whether this had been achieved. Individual targets are only likely to be effective if pupils know what they have to do to reach them and are aware when they manage it. The learning that teachers identify as a lesson's intention is also often couched in terms that are too vague or too broad for pupils' progress to be accurately assessed.
79. The quality of teaching is good and has a very positive effect on the standards of pupils' written work. Teachers enjoy very good relationships with their pupils, and this means that the pace of lessons is usually brisk, with interesting discussions and writing activities. Pupils respond well to teachers' expectations, settling to tasks and producing both quantity and quality in their work. While lower-attaining pupils generally understand what they have to do, they produce quite a lot of unfinished work, particularly where they tackle the same task as their classmates. They work more effectively when they are given similar but different challenges, are supported in class or, as in Year 6, are taught as a separate group. Pupils are encouraged to write in other subjects, such as a factual description in geography, or the creation of sensitive 'psalms' in religious education. In this way pupils use their newly acquired skills in a meaningful context. The many strengths in teaching, particularly apparent in Years 3 to 6, include the use of questions, the focus on accurate vocabulary, teachers' own knowledge and understanding of the literacy strategy, and their expectation that pupils respond to the best of their ability, whether talking or writing. Teachers are also beginning to make effective use of the interactive whiteboards in their classrooms as a teaching aid.
80. The school is currently without a co-ordinator for the subject, although this should be rectified at the beginning of next term. In the meantime, the headteacher has taken on the responsibility. There is close analysis of the school's targets and a good level of planning in both the long and medium term. While the school is aware of the progress made by individual pupils, these assessments are not yet shared effectively so that pupils understand the next small steps that will take them forward. The evaluation of teaching and, in particular, where lessons have been more or less successful, occurs both through monitoring and self-evaluation; the best practice in the latter is a good model for all teachers. The current setting of pupils by ability in Years 2 and 6 is having a positive effect on the learning of all pupils in these year groups.

MATHEMATICS

81. Although standards have fluctuated over the past four years, the high standards seen at the time of the previous inspection have been maintained, and at the end of Years 2 and 6 pupils attain above the standards expected nationally. The positive features mentioned in the previous report have been maintained, and the National Numeracy Strategy is delivered well throughout the school. Pupils enter the school with average mathematical skills, and all pupils including those with special educational needs make good progress. When looking at the school's test results over time, there are some differences in the performance of boys and girls.
82. By the end of Year 2, pupils have a good understanding of number. Lively teaching methods help them to learn important number facts, and to manipulate numbers in their heads. The teaching is thorough, and helps pupils to develop different strategies to perform basic calculations. Pupils are encouraged to think mathematically when solving problems, and select the appropriate operation. The higher-attaining pupils in Year 2 are taught in a separate group, where they work with larger

numbers to ensure that they are appropriately challenged. The remaining pupils are set work to meet their differing abilities, and this enables them all to achieve well.

83. By the end of Year 6, the vast majority of pupils are working securely at the nationally expected level, and many exceed these expectations. In Year 6, pupils are taught in ability sets, where work is planned to meet their needs. The higher-attaining pupils are able to study levels that are normally taught in secondary schools, thus ensuring that they are continuously challenged. Good and enthusiastic teaching is helping pupils to develop increasing confidence in handling numbers, and to use different strategies for carrying out calculations. The higher-attaining pupils confidently calculate decimals to reach a target number, and use formulae to work with areas of compound shapes. As in Years 1 and 2, the strength in pupils' work in Years 3 to 6 lies in their ability to handle numbers. By the end of Year 6, most pupils demonstrate the ability to add, subtract, multiply and divide large numbers, using a variety of different methods, both on paper and in their heads. Although many pupils can perform calculations quite quickly and accurately, the lower-attaining pupils find it hard to work out problems that are expressed in words, or that require them to work out which operations they need to use. Some of these pupils do not have quick recall of their multiplication tables and this adversely affects their progress and ability to calculate mentally. Teachers are, however, providing more opportunities for pupils to develop these skills.
84. The quality of the teaching in mathematics is good, with some very good features in Years 3 to 6, and pupils learn well. All teachers display a good degree of confidence and competence in teaching the subject, and convey their enjoyment of the subject to the pupils. As a result, pupils enjoy mathematics, particularly the mental sessions and discussion of mathematical problems. Pupils concentrate well, work hard, and these good attitudes have a very positive impact on their learning and the progress they make. Teachers use questioning well to reinforce previous learning at the start of lessons, and a variety of methods is used to enhance pupils' mental facility during the mental warm-up parts of lessons. The implementation of the National Numeracy Strategy has had a beneficial impact on the teaching of mathematics. It has helped teachers to develop a wide range of effective teaching methods, and to improve the way mathematics is used.
85. The teachers' day-to-day planning during the inspection was good, with pupils of differing prior attainment being given work which matched their varying abilities. For example, all the pupils in Year 6 used their understanding of area to plan features in a garden, but the higher-attaining pupils tackled a complex design involving parallelograms, triangles and trapeziums, while the lower-attaining pupils used squares and rectangles. The most able pupils were given work on enlarging shapes using different scale factors. Thus, all pupils were able to enhance their learning. In a lesson for pupils in Year 1, those with special educational needs were given shorter tasks to complete so that they were continuously motivated and continued to learn. The use of different work or activities for different ability groups is not apparent in all classes and in some cases all pupils tend to be given the same tasks. In a minority of lessons, the most able are often given more of the same to fill the time, rather than being given work of additional challenge. This adversely affects the learning for these pupils. The teachers give clear explanations, and ensure that pupils are given the opportunity to explain how they arrived at their answers, which helps pupils to consolidate their learning. They use resources effectively, and encourage pupils to make personal choices as to what apparatus they need. In a Year 1 lesson, for example, pupils chose whether to use a number line or a number square. There is good emphasis throughout the school on the use of correct technical language even with the youngest pupils, so that they quickly become familiar with mathematical language.
86. Work in pupils' books is marked, but not always helpfully, and there are few examples of pupils going back over work, which has been corrected, in order to learn from their mistakes. There was little evidence during the inspection of computers being used to support mathematical learning, although there was evidence of the use of graphical programs on display being used to collate and display data using a range of graphs. Pupils' numeracy skills are consolidated in subjects such as science, geography, and design and technology.
87. The subject is led and managed well. The co-ordinator has a clear overview of the subject, and, through her annual action plan, strengths and weaknesses in the school's provision for this subject are addressed. Although the co-ordinator has not had opportunities to monitor the quality of

teaching, she examines pupils' work, and carries out detailed analyses of the national tests to inform class and group targets.

SCIENCE

88. Current standards in science are average by the end of Year 2 and above average at the end of Year 6. This is the same position as that found at the time of the previous inspection. Pupils' progress is also good when judged against their prior attainment. The results of national tests and teacher assessments in 2001 are similar to the current inspection judgements.
89. Although standards are the same as at the time of the previous inspection, there have been satisfactory improvements. A new curriculum for science has been established throughout the school, procedures for assessment significantly improved and resources increased to meet the requirements of the new curriculum. Planning for the systematic development of skills and knowledge is established, although for pupils in Years 1 and 2, aspects of science are not always consolidated sufficiently to ensure that basic information is not forgotten. For example, in a conversation with higher-attaining pupils in Year 2, they explained how heating and cooling could change materials but were unable to talk about the basic properties of materials, such as wood and stone, or name the material that carries electricity, agreeing that it was leather and plastic. This lack of consolidation was a concern of the previous inspection. Although the work is well presented, there is still an over-use of worksheets, which was a criticism during the previous inspection. The area of predicting, planning and organising experiments, identified by the school as one requiring improvement, was also identified for improvement at the time of the previous inspection. Although good emphasis is placed on scientific investigations, they remain over-directed by teachers, and younger pupils still are unable to explain the principles involved in carrying out a fair test.
90. The quality of teaching and learning is satisfactory in Years 1 and 2 and good in Years 3 to 6. Teachers' expectations of pupils are high, and the relationships throughout the classes are good and in some classes very good. All pupils' contributions are treated with respect and everyone is listened to. Most lessons move at a good pace and pupils learn well, but this is dependent upon the type of activity planned and the time allocation for the lesson. On occasions, lessons are too long in relation to the planned activity and, as a result, pupils lose interest, become fussy and their learning slows. This is common through the school. The pupils in Year 2 are very confident in their knowledge and understanding of living things. Their knowledge and understanding of habitats is as good as it was in the previous inspection, enhanced by the good facilities provided by teachers and the gardening club in the 'Haven' nature area. Teachers encourage pupils to work together and plan for paired activities, particularly when sharing photographs of themselves in order to see ways in which they are similar or different. Teachers make good links with literacy in aspects of science, such as through opportunities for discussion. Numeracy is developed through charts, graphs and tables as part of an investigation. Information and communication technology is an area planned for development in science, however in Year 4 the interactive whiteboard was used well in a lesson to show keys in the identification of animals. A good example of empathy was provided in a Year 3 science lesson, when after naming two plants 'Pick' and 'Mix', the teacher began to remove the leaves from one plant in an experiment concerning growth. The pupils were visibly concerned. The teacher sensitively left two small leaves saying, 'We won't take all of them'.
91. Pupils in Year 6 assimilate and consolidate a good range of knowledge. Higher-attaining pupils are confident in all aspects of science, with lower-attaining pupils generally working to a satisfactory level. However, for a small number of these pupils work is not sufficiently geared to their needs, and consequently, work in their books is very often unfinished. The marking of pupils' books generally praises achievement, but does not provide sufficient indication of how work can be improved or extended. In Years 3 to 6, there are insufficient opportunities for pupils to select and handle their own resources and predict the outcomes of investigations and draw their own conclusions independently. Throughout the school there are examples of a lack of clarity when teachers plan what they intend the pupils to learn; this results in the lack of focus in some lessons and makes it difficult for teachers to assess pupils' learning. This is particularly true in Years 1 and 2, where gaps in pupils' knowledge are evident. Support for pupils with special educational needs is effective and results in them making the same progress as other pupils.

92. Leadership in science is good, although development of some areas would make it better still. The library is used each week for class groups to use as a research resource. Resources have been improved further since the previous inspection although attention needs to be given to the sufficiency of resources to enable all pupils to carry out experiments in groups and classes when necessary. Through detailed analysis of the national tests for pupils in Year 6, the co-ordinator has identified areas for improvement. Teachers' good subject expertise in Years 3 to 6 and the development of confidence, overall, provide a good basis for the future.

ART AND DESIGN

93. At the time of the previous inspection pupils' attainment was reported to be above average, whereas, from the work seen during the current inspection, pupils attain standards that are in line with those expected by the end of Years 2 and 6. Curriculum time is often shared with design and technology and less time has been spent on the subject. In spite of this, pupils throughout the school, learn appropriate skills to cover all elements of the subject. Pupils work hard, enjoy their lessons and their achievement, including that of pupils with special educational needs, is satisfactory.
94. From an early age, pupils learn how to use paint and brushes effectively, and practise these skills until in Year 6 they can delicately apply paint with fine brushes, making pleasing representations of still life paintings of a bowl of fruit. The subject is used well to develop pupils' social skills when they work co-operatively in large and small groups. For example, pupils in Year 1 collaborate to make a colourful collage using a variety of man-made and natural materials. Pupils in Year 4 collaborate to make a realistic giant spider, using a wire frame and papier mache, linked with their work in science on habitats, while pupils in Year 6 work well in groups designing and making figures for their textile depiction of the story of Beowulf. In all cases, pupils use the best ideas in the group, and value each other's suggestions. Good use is made of sketchbooks in Years 3 to 6 where pupils practise their skills. There is some evidence of pupils learning about the work of other artists, but discussion with the oldest pupils showed their knowledge of different artistic styles to be limited to the work of Monet. Limited opportunities are given for pupils to express their moods and feelings through art, as most of the activities set for the pupils are very prescribed by the teacher.
95. The quality of teaching throughout the school is satisfactory overall. Teachers generally set interesting activities for their pupils, which ensures that the limited time available is used well. In the best lessons, the teachers are very clear about what they want the pupils to learn and what skills they will develop. In the less successful lessons, skills are not always clearly identified, and the aims of the lesson are too broad to be achieved in the given time. This results in pupils not being given opportunities to learn new skills, and the teacher being unable to evaluate the success of the lesson.
96. The co-ordinator has a clear view of the subject and has good subject expertise. She manages the subject well, but has had no opportunities to monitor the quality of teaching, although she regularly looks at examples of pupils' work to monitor standards. The scheme of work gives teachers clear guidelines on how to deliver the subject, but it is quite new and is still being evaluated by the staff as they become more familiar with the units. There are no formal assessment procedures, and teachers are not really aware of what skills their pupils have mastered. This limits pupils' progressive development of these skills.

DESIGN AND TECHNOLOGY

97. The standards attained by pupils at the end of Years 2 and 6 are in line expectations. At the time of the previous inspection, it was reported that the design element of the subject was underdeveloped in Years 1 and 2, but this has now improved. The design element is embedded well into the whole process, and pupils appreciate the need for accurate designs. The present scheme of work has helped to ensure that skills are progressively developed. Overall, pupils, including those with special educational needs, achieve satisfactory results in relation to their prior attainment.
98. The skills of the subject are taught well, through a variety of focused tasks to enable pupils to use these techniques in their projects. For example, pupils in Year 1 learn how to make a figure move by experimenting with the use of levers and slides, whilst in Year 3 pupils use pneumatics to make

monsters move. In Year 6, pupils use an electrical circuit to make their buggies move. All pupils make designs for their projects and are learning to critically evaluate their models. However, pupils do not always pay sufficient attention to whether the finished model is fit for the purpose for which it was designed. Generally, the quality of finish of the articles pupils make is good. For example, the purses made by pupils in Year 4 had neat stitching, and were decorated carefully with a selection of sequins producing very pleasing results, but no evaluation was made as to whether the purses would hold money. The time allocated for the subject is often insufficient for pupils to complete their models and so they are unable to evaluate the finished article. This limits some learning.

99. Food technology is covered well, and pupils in Year 3 plan a healthy meal with good regard to nutrition, which links well with their work in science. Pupils in Year 6 have a good understanding of the need for the safe handling of tools, when, for example, cutting vegetables for a soup, and the need for good personal hygiene.
100. Although only one lesson was observed during the inspection, through additional evidence from scrutiny of pupils' work and examination of teachers' planning, it is clear that the quality of teaching is at least satisfactory. Teachers and pupils recognise the importance of the design process, and appropriate amounts of time are spent in drawing detailed plans so that pupils develop a good understanding of the complete design process. The oldest pupils draw designs for their models from different viewpoints and teachers ensure that the plans are realistic. In Year 6, for example, pupils had to think very carefully about design constraints, such as cost and time, when considering how to make their hats. Pupils show satisfactory standards of design and their diagrams are suitably labelled. Emphasis is also put on the need for accurate measurements so enhancing numeracy skills when drawing their plans to scale. Pupils amend their designs appropriately when they need to do so, in the light of problems encountered, but they have no opportunities to implement the suggested improvements.
101. The subject is managed well. The co-ordinator has a clear overview of the subject, although she has not had any opportunity to monitor the quality of teaching of the subject. She does, however, examine pupils' work to ensure that all the elements of the subject are covered, and to keep a check on standards. The co-ordinator appropriately recognised that there was a need to develop a scheme that puts greater emphasis on developing pupils' skills rigorously and sequentially, which is now in place. A system of assessment is now used where teachers assess pupils' performance at the end of each topic, which is an improvement since the previous inspection. However, there has not yet been time enough to use the information gained to influence teachers' planning of further work, thereby ensuring that the needs of individual pupils are met adequately. Nevertheless, teachers' confidence and competence has increased, and resources, which are now housed centrally, have improved.

GEOGRAPHY

102. Standards in geography are above expectations at the end of Years 2 and 6, as they were at the time of the previous inspection.
103. A good feature since the previous inspection is the way in which the subject links with other areas of the curriculum, such as science, art and design, mathematics and, in particular, English and information and communication technology. This enhances the curriculum and extends pupils' learning both in geography and in other subjects. The recently established curriculum is providing a good structure, ensuring that pupils' skills and knowledge are built systematically through the school. As at the time of the previous inspection, teaching is good in both key stages. Pupils make good progress in lessons, enjoy geography, and achievement over time is also good. Pupils with special educational needs make the same progress as other pupils in lessons because support is good, both from support assistants and class teachers.
104. Pupils in Year 1 are establishing good early geographical skills and knowledge that are planned through local studies. They visit the local area and recall events during the following lesson. Through good teaching, a good level of discussion is promoted when, for instance, pupils list their likes and dislikes in and around the village. This provides good support to the development of pupils' speaking and listening skills in literacy. During discussion with pupils in Year 2, there was good evidence of their previous learning. They were aware of their own environment and differences they

observed, explaining that, 'It is peaceful in the country, sometimes dogs bark but there are no factories and not too much traffic'. The imaginary Isle of Struay is used effectively to compare features of different localities, and pupils show a good level of geographical understanding in explanations, such as 'There are no cars on the island and you have to buy every thing in one shop', and 'You need a boat to get there'.

105. In Year 3, pupils are developing good geographical knowledge in their understanding of a local study following a visit to Bowden Hall. In Year 4, pupils work to a good level as they compose suitable questions concerning 'St Lucia' involving a good range of geographical skills. Teaching is good; teachers are informed and have high expectations of their pupils' achievement and presentation. The good teaching for pupils in Years 5 and 6 develops issues, such as tourism, pollution, and the survival of the rain forests. These form part of a research assignment involving investigations using primary and secondary sources in various parts of the world. These projects are further developed in Year 6 as teachers provide good resources and enable pupils to employ a good range of skills in the production of individual travel brochures. Pupils produce a good quality piece of work in which they demonstrate their knowledge, understanding and proficiency in the study of Llandudno in North Wales. They are enthusiastic about the projects undertaken and practise a good number of information and communication technology skills, such as scanning text and pictures, which are well supported by the information and communication technology technician and teachers.
106. The leadership of the subject is good. The recently established curriculum is providing a good structure to build pupils' skills systematically through each year group. The co-ordinator is enthusiastic, well informed and provides a good level of support to her colleagues. A broad range of skills involving a good range of subjects is well developed.

HISTORY

107. Standards are above expectations at the end of Year 2 and Year 6. This is an improvement since the previous inspection, when the pupils in Years 1 and 2 attained standards similar to those expected. Pupils' written work is still no better than that, but it is clear from talking to the pupils that they understand historical enquiry better than might be expected. No class in the school was learning history during the inspection and few of the year groups do history this term. Consequently, little work was to be found in displays around the school. Judgements have been made, by examining teachers' planning, analysing the work in books and speaking to pupils.
108. Work is lively and interesting in Years 1 and 2. Pupils in Year 2 concentrate their historical enquiry on the Great Fire of London, and the life and times of Samuel Pepys. Teachers provide useful, helpful writing frames that support recording of historical facts, and these are available to all groups of pupils. However, because all pupils work on the same sheets, there is little difference in presentation, outcomes, or thinking for all ability groups. Some pupils have responded well to the good, historical question, 'What was it like during the fire?' They have written in the first person singular and sustained this form well. They develop appropriate understanding of chronology, and make their own time lines, showing main life events, well chosen and correctly ordered. Other lives studied include Guy Fawkes and Florence Nightingale. However, there is no mention of Mary Seole, and this is a missed opportunity to include a positive image of a heroine from the same period, but from a different racial background. During discussions with pupils they demonstrated a good understanding of the impact of past lives on the present. One pupil said 'we would not have such clean hospitals if Florence Nightingale had not done such good work'. They know that they can use many different types of evidence to build up their picture of the past. For instance, they use photographs to learn about homes and buildings, as well as people, and use videos and books for information, in order to look back in time. They also understand that research through different sources might tell different stories, and they would need to sort out the fact from the opinions.
109. Younger pupils in Years 3 to 6 study the Ancient Greeks, the Romans, Victorian Britain, the Tudors and the Ancient Egyptians. All classes have had success in their historical enquiry, because teachers have planned the work well and encouraged pupils to question and find out. Written work in Year 5 is particularly mature and well considered. A good example of this were the thumbnail sketches of Henry VIII and his wives, indicating their main character traits; or the main events of the reign, and how the king's altering of religion changed lives in this country forever. The teachers have provided very good opportunities to compare rich and poor lives in Tudor times with those of today,

looking at houses, clothes, pastimes, food and work, and this type of in-depth study has sustained good standards.

110. By the end of Year 6, pupils have a good understanding of the periods of history they have covered, and many of them write sensitively about why people did certain things, for instance, how the Second World War affected lives. Teachers have provided several interesting ways of recording work, for example, what to take when evacuated, and sending a postcard home. Pupils have also drawn a cartoon strip in the style of the time. Pupils demonstrate good organisation of their research, indicating familiarity with appropriate terminology and chronology. Their personal timelines are accurate and show some very interesting insights, looking forward to the future. Through strong links with the Gloucestershire Folk Museum, pupils have access to very good artefacts. These are sketched and described, and a clacker, gas mask, and tin helmet form very good first-hand evidence. Teachers' good planning ensures a careful study of the amount of food for a family for one week, and the pupils have very good opportunities to analyse what they would like or dislike about the food on offer. They have also analysed posters of the time very well, such as 'Dig for Victory' or 'Careless Talk Costs Lives', indicating a good understanding of their effects on people and their lives. Good comparisons of kitchen equipment show how appliances, such as washing machines, have changed lives. When interviewed, pupils showed very good understanding of the changes in women's lives particularly. Their discussions were impressive, and they believe that society has evolved, matured and improved during the last five decades, especially towards women and people of other cultures. In their individual studies of the last 50 years, they have understood and utilised different and increasingly complex sources of evidence, and taken into account any bias, in order to answer their historical questions. Through the range and breadth of their work, they have demonstrated appropriate historical enquiry and an understanding that people, events and places shape history. They know that not all sources will tell them what they want to know, and not all sources will be accurate.
111. Good teaching is having a positive impact on the pupils' learning as they progress through the school. Some good links with other subjects takes place, but this is inconsistent at present. Assessment activities are planned and carried out once a year and work from selected pupils is kept from year to year for comparison. The co-ordinator monitors the progress of these pupils. However, an overview of the way in which history is taught, which is by alternating it with geography, indicates that some year groups do not study history as a continuous process. For instance, pupils in Year 4 study the Romans in the spring term and then do no more history until the following spring term. The co-ordinator provides very good leadership in the subject, has vision, interest and insight to drive it forward.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. Standards in information and communication technology have been maintained since the previous inspection and are higher than those normally found in other schools at the end of both key stages. Pupils' achievements are good. The subject has a high profile and the majority of pupils have computers at home. Both of these factors contribute to the high standards found. The development of the subject since the previous inspection has been good.
113. In Year 2, pupils talk confidently about the subject. Many have experienced using the Internet and can use CD-ROMs to retrieve information. They discussed finding out about the largest volcanoes, centipedes and millipedes and elephants as part of their most recent class work. Pupils spoke about the advantages of using computers to research information and recognised that the availability of film clips or recorded sounds cannot be bettered by books, but also understood that their literacy skills using the contents and index pages in an encyclopaedia would be quicker. They identified how to save work on a disk or the hard drive and described how they 'painted' self-portraits using their fingers on the class interactive whiteboard. In further links with art, the pupils produced pictures in the style of Piet Mondrian. Information and communication technology is often used well to support other subjects and this was seen to good effect in discussions with the pupils in Year 6. They explained how they were producing a brochure or guidebook of Llandudno in preparation for their residential visit to the town. This work involved Internet research, word-processing and using a scanner independently. The pupils showed good understanding of the work that they had previously undertaken involving spreadsheets, and making multi-media presentations using the 'PowerPoint' program. They showed a mature understanding of the strengths and

weaknesses of information and communication technology, for example, identifying the pitfalls and concerns that they had about Internet use.

114. The subject is taught well and all of the information and communication technology lessons observed during the inspection were good. All of the classes in the main school building have interactive whiteboards and in many lessons good use is made of these and other technology to promote learning. For example, pupils in Year 1 are encouraged to use a tape-recorder independently to practise using untuned percussion instruments and in a Year 3 numeracy session the interactive whiteboard was used to demonstrate sorting numbers in a Venn diagram. In a Year 2 information and communication technology lesson, subject specific language was reinforced well as the teacher led a whole class lesson on 'navigating' a CD-ROM. In Year 3, pupils had a good understanding of sending and receiving e-mails after a clear and precise introduction by their teacher. The interactive whiteboard was used to good effect to explain this and the pupils were fascinated as e-mails were exchanged with the class next door. In a good Year 5 lesson, the class teacher interacted well with the school information and communication technology technician to develop a lesson that showed that devices could be controlled by computer. A notable feature of this lesson was the time provided for the pupils to ask their own questions about controlling devices, which they did maturely and sensibly. In all of the lessons observed during the inspection, teachers showed confidence in the subject and used resources well to reinforce teaching points. Of particular note, was the continual use of language specific to the subject; this was good practice. However, analysis of pupils' work indicates that there are some inconsistencies in teaching. For example, in some classes the coverage of different elements of the subject is more thorough and the marking of work more informative and helpful from some teachers than others.
115. The subject is managed well by the subject co-ordinator who is an enthusiastic practitioner. The school has adopted the nationally recommended guidelines and these ensure that the subject develops progressively as pupils move through the school. Procedures for assessment are satisfactory. Time has been provided to monitor planning and some teaching. The co-ordinator has a good understanding of the school's strengths and areas for development. Despite not having a computer suite, resources for the subject are good. All classes have two computers and the majority also have interactive whiteboards. A particular strength is the availability of an effective information and communication technology technician who supports each year group with technical advice and teaching support. During the inspection, she was observed giving very good answers to technical questions asked by pupils in Year 5. She worked well with those in Year 6 during their 'editorial meetings' regarding their magazines for Llandudno. The technician is also able to offer support to groups of pupils of different ability as they follow introductions to units of work by the teacher.

MUSIC

116. Standards in music are similar to those expected for pupils by the end of Years 2 and 6 and pupils make satisfactory progress. The previous inspection reported that standards were slightly higher by the end of Year 6. Currently, pupils do not have a good understanding of subject vocabulary or terms associated with music. Judgements were made from lesson observations, and additional evidence was gained through listening to pupils sing in assemblies and discussions with teachers and pupils.
117. The quality of teaching in Years 1 and 2 during the inspection was good. Teachers have a secure subject knowledge that results in lessons being planned well. In Year 1, pupils work very well together and successfully maintain a simple beat to songs such as 'Sit Down, You're Rocking the Boat'. Pupils in Year 2 work very co-operatively as a class and later in smaller groups as they develop appropriate sounds to accompany the story of Noah. Percussion instruments were used with confidence and satisfactory control in the latter part of the lesson when pupils read simple music scores as they performed what they have developed. There is too little evidence to make a judgement on teaching in the upper part of the school. However in the two lessons seen, teaching was good in one and satisfactory in the other. In the better lesson in Year 3, the pace of the lesson was brisk, a tape recorder was used well and the teacher's enthusiasm for the subject was transferred to the class. Words that are specific to music were reinforced well, such as rhythm patterns and the names of the percussion instruments that they used. As a result, learning was good. In all lessons, teachers develop good relationships with the pupils and have high expectations

regarding taking part and behaving well. Activities are interestingly thought out which results in pupils concentrating well, showing interest and enthusiasm in the subject and working well together.

118. Pupils throughout the school sing tunefully and with enjoyment. By the end of Year 2, they confidently identify untuned percussion instruments and recognise and explore how sounds can be arranged. They have a satisfactory idea of composing their own tunes after working in small groups and then performing their efforts. Discussions with pupils in Year 6 show that they are very enthusiastic about their forthcoming performance entitled 'Mini Beast Madness' on which they are currently working. However, they have a limited knowledge of famous composers, such as Mozart and Beethoven, but talk confidently about the work of Elvis Presley and say that they enjoyed listening to 'Jail House Rock'. Most have difficulty explaining the terms used in music. For example, few pupils were aware that the term 'tempo' means faster or slower when related to music. Apart from in Year 1, there are few music displays, which reinforce previously taught skills and knowledge. Opportunities are missed daily to listen to or promote the work of famous composers, when no music is played as pupils enter and leave the hall for assemblies.
119. The subject is led well and the co-ordinator has monitored learning in some year groups and developed clear guidelines by cross-referencing a published scheme with the national guidelines. She has clearly identified the strengths in the subject and the areas for development, in particular the need to develop assessment procedures. Resources have been developed well to link in with the new guidelines and are organised and stored effectively. There is little evidence of pupils using information and communication technology to support the music curriculum, but teachers use the interactive whiteboards to support teaching. Music tuition is offered to all pupils in the upper part of the school. Approximately 50 pupils are learning to play an instrument, such as clarinet, flute, violin and trumpet. During after-school lessons, pupils have the opportunity to learn how to play the recorder. In one of these sessions, pupils clearly enjoyed themselves as they play 'Caterpillar Bye Bye'. Other extra-curricular musical activities include singing in the choir and playing in the school orchestra. There are many opportunities for pupils to sing outside school, for example at the local church and cathedral. At Christmas, pupils take part in a church carol service, where they have the opportunity to sing and play musical instruments.

PHYSICAL EDUCATION

120. Although lessons were observed in both key stages, it was only possible to see games and athletics and standards in these aspects are generally in line with expectations at the end of Years 2 and 6. An analysis of the school's records indicates that standards in swimming are good. Pupils currently have a ten-week 'block' in Years 3, 4 and 5 and up to 90 per cent of pupils achieve the government's target of swimming 25 metres by the age of 11. Pupils are also given the chance to experience outdoor and adventurous activities, both at South Cerney, where they have a raft-building day, and on the annual residential visit for pupils in Year 6. The quality and thoroughness of the planning for other areas of physical education, such as gymnastics and dance, suggests that the standards pupils reach will be similar to those found by the previous inspection, representing satisfactory improvement.
121. The teaching seen was never less than satisfactory, with four out of five lessons judged to be good. All lessons start appropriately with a 'warm-up', which in Year 6 is led very effectively in groups by individual pupils, with a good balance between stretching and aerobic activities. Teachers have very good relationships with their pupils, leading to a positive atmosphere for learning and little time being wasted managing pupils. Pupils are generally behave very well, listening to instructions and using apparatus sensibly and safely. They co-operate well with each other, whether in pairs, groups or teams. During one lesson seen, pupils in Year 6 were given a good degree of responsibility for organising themselves as they practised sprinting and standing jumps, including numeracy links through measuring and timing each other, where some preliminary work in the mathematics lesson may have improved the accuracy of results. Given that these practices are linked to events on sports day, it was disappointing that eight pupils did not take part because they had not bothered to bring their kit. Conversely, in a Year 4 class, although behaviour was excellent and everyone took part, pupils had little opportunity to work independently or show responsibility through organising the equipment.

122. Pupils work hard in their lessons and there is a good balance between activity and instruction. Teachers have good subject knowledge and focus on specific skills, such as the transference of weight or the importance of accuracy. This works well and pupils are aware of the progress they are making. Occasionally, as was seen in a lesson with pupils in Year 2, the activities are not well chosen to support the skills development that is the lesson's intention, and as a result pupils' progress is limited. Most teachers make good use of pupils to give demonstrations, encouraging the rest of the class to say what is good about the performance or how it might be improved. Pupils are encouraged to be both specific and positive, providing good opportunities to extend their speaking skills. Pupils with special educational needs are supported well and take a full part in physical education.
123. The school provides a good range of activities for pupils outside school hours, including competitive sport and dance for boys and girls. Use is also made of outside expertise, such as rugby coaching for pupils in Year 5 and a specialist dance teacher during the school's Arts Week. The subject is led well and planned effectively. Pupils' progress is assessed at the end of each unit of gymnastics teaching, throughout the school, and it is intended to extend this to other aspects of physical education. Resources are good, with a large hall, good hard and grassed areas and plenty of equipment, which is well organised and available.

RELIGIOUS EDUCATION

124. Standards are above expectations, in relation to the requirements of the Locally Agreed Syllabus, at the end of Years 2 and 6. This is a marked improvement from previous inspection, when standards were judged to be satisfactory in Years 3 to 6, but with insufficient opportunities for discussion of the 'religious dimensions' of the subject. This has now been addressed. In Years 1 and 2, pupils' written work is in line with expectations, however, orally pupils demonstrate a depth of understanding about belief, careful thought, and an acceptance of others, beyond what might be expected for their age group.
125. By the end of Year 2, pupils have covered a good amount of work and have contrasted Christianity and Hinduism sensitively and carefully at an appropriate level. They consider Bible stories from the Old and New Testaments, as well as various special days and symbols. They find out, for instance, that other religions use candles in similar ways, to represent 'the light of the world'. Teachers link religious education with other subjects well, so that pupils see it as an integrated part of their work. A good example of this linking was seen in a lesson in Year 2, where pupils were contemplating the Creation story and expressing themselves and their ideas, in music. As they discussed what they would do, they considered how the parts of the story fitted together, noticing the beginning of light and how the story ended with mankind. Another good link is the designing of Joseph's coat in design and technology lessons. The pupils write sensitively about life and love in families, thinking carefully about the difficulties and the good things experienced with family and friends. They have had opportunities to write their own prayers, for example about pets and taking care of all creatures. They spoke sensitively, when interviewed, about Hindu beliefs and were animated and interested when discussing the gods they knew about. They were very clear about the importance of following one's own beliefs and demonstrated obvious understanding about the similarities as well as the differences. They knew that the use of special buildings, prayers, celebrations, and symbols were important to all people, whatever their belief, and they showed particular sensitivity, maturity of thought, and interest in the flowers used in the Hindu funeral, noticing that loved ones use these to say goodbye in the Christian religion too.
126. By the end of Year 6, pupils have had many opportunities to consider life, the world and its religions. A strong feature of the subject is the good links with other subjects, especially science, music, art, literacy, and design and technology. Throughout Years 3 to 6, pupils express themselves orally very well. They are very confident about all the facets of religions they have studied, and able to draw out similarities and differences between them well. When discussing other's beliefs, they are sensitive and respectful, for example when discussing the Muslim faith and parts of the Qur'an in a lesson in a Year 5 class. This is because teachers have secure subject knowledge, and the relationships within classrooms allow pupils to share ideas thoughtfully. In an excellent 'circle time' session about friendship, pupils in a Year 4 class demonstrated care for each other and a respect for feelings, well beyond their years. This is because the teacher has very high expectations. In the same class, pupils have written most delicately in the style of a psalm, capturing completely the sacred tone of

the piece. Pupils think deeply and write respectfully about the nature of life and the mystery of creation. Pupils are expected to think for themselves and form their own opinions about life and religion. Written work demonstrates a good understanding of ideas as well as more secular thoughts about the existence of God, and who or what might have created the deity. Pupils in Year 6 have written, and discussed, what God means to them, and teachers make them feel free enough to express their ideas, even if they indicate a lack of belief. Indeed, in one lesson the teacher very carefully pointed out that not all people hold strong views, and this stance is perfectly acceptable. Such discussions were impressive, demonstrating a real, questioning attitude and high levels of understanding.

127. The co-ordinator has only been responsible for the subject for this academic year, taking over from others who had worked well on the subject, especially on those aspects criticised in the last report. Work continues to be planned in line with the Locally Agreed Syllabus. All pupils complete an annual assessment task, although the school does not use the types of assessment indicated in the Locally Agreed Syllabus. Some monitoring has taken place. The new local vicar is forging good links with the school, and the co-ordinator feels well supported through this contact.