

INSPECTION REPORT

WOODLEA PRIMARY SCHOOL

Bordon

LEA area: Hampshire

Unique reference number: 116250

Headteacher: Miss Theresa Brewer

Reporting inspector: Dr Colin Lee
21854

Dates of inspection: 4th – 7th February 2002

Inspection number: 196732

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:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Atholl Road Whitehill Bordon
Postcode:	GU35 9QX
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Avril Bell
Date of previous inspection:	28 th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21854	Dr C Lee	Registered inspector	Mathematics Information and communication technology Physical education	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
8971	Mrs J Hesslewood	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
27369	Mrs C Powell	Team inspector	Science Geography Music Religious education Areas of learning for children in the Foundation Stage	Special educational needs
20846	Mr A Wilson	Team inspector	English Art and design Design and technology History	The quality of the curricular and other opportunities offered to pupils Equal opportunities English as an additional language

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodlea Primary School is an average-sized primary school. There are 201 pupils on roll between the ages of 4 and 11, with significantly more boys than girls, most notably in Years 3 and 6. Pupils are from a range of socio-economic backgrounds that are about average overall. There are no pupils from ethnic minority groups or at an early stage of learning to speak English. Five per cent of pupils are eligible for free school meals, which is below average. Thirty-four per cent of pupils are on the school's register of special educational needs and this is above average. The percentage of pupils with a statement of special educational needs is also above average. The range of special needs includes those associated with visual and hearing impairment, physical disability and a wide spectrum of learning, emotional and behavioural difficulties. There is a small number of pupils who either join or leave the school during a school year. This turnover is typically around seven per cent. Children's attainment on entry to the reception class fluctuates from year to year. It is generally below the county average, but is in line overall with the national expectations of four-year-olds in relation to the Early Learning Goals¹ of the Foundation Stage² curriculum. The school has experienced a large turnover of teaching staff and a gradual reduction in the number of applicants for vacant posts. Ten teachers have left and been replaced in the last two years.

HOW GOOD THE SCHOOL IS

The headteacher's very good leadership and management, and the very consistent, good teaching at Key Stage 2 are increasing the school's effectiveness and raising standards. Standards are improving overall, and currently match those achieved nationally. In relation to their past attainment, pupils' achievements are satisfactory overall, but more able pupils achieve very well by the end of Key Stage 2. The school plays an important role in the community and attends well to all aspects of pupils' development. Woodlea is a good school providing good value for money.

What the school does well

- The very good leadership of the headteacher, the excellent support of the deputy headteacher and the key stage coordinators, and the very good governing body, ensure very effective management of the school.
- Good teaching in Key Stage 2³ is raising standards and enabling the more able pupils, in particular, to make very good progress.
- Pupils' positive attitudes and their good all-round personal development reflect the very good provision for their social and cultural development.
- The good curriculum for pupils in Key Stages 1 and 2 provides and promotes a very stimulating range of learning opportunities.
- Children in the Foundation Stage make good progress in their mathematical development and exceed expectations for their age.
- A very high level of concern is shown for the welfare of all pupils.

What could be improved

- Standards in writing are not high enough at Key Stage 1⁴.
- There is insufficient use of assessment to identify the levels of all pupils' work, or to inform the planning of learning activities for pupils in Key Stage 1.
- The environment for learning and the range of learning opportunities for children in the Foundation Stage need more development.

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

There has been good improvement since the last inspection in April 1997. All the weaknesses that were identified at that inspection have been addressed very conscientiously, with successful outcomes. The issues of long-term curriculum planning, standards in information and communication technology, and the monitoring of standards by the

¹ The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

² The Foundation Stage applies to children from the age of three to the end of the reception year.

³ Key Stage 2 caters for pupils aged 7 to 11 and refers to pupils who are in Years 3 to 6.

⁴ Key Stage 1 caters for pupils aged 5 to 7 and refers to pupils who are in Years 1 and 2.

governing body, show good improvement. Other issues of long- and short-term planning, and pupils' standards in music, have improved satisfactorily. Beyond these key issues, many aspects of school life show improvement compared with the judgements made during the last inspection. Most notably, there has been good improvement in the quality of teaching at Key Stage 2 and the overall quality of learning opportunities for pupils at both key stages. The combined and complementary management strengths of the headteacher and deputy headteacher have been instrumental in achieving the wide range of improvements, during a period when there have been many changes in teaching staff. Inspectors are confident that the school's well-developed procedures for self-evaluation, and monitoring, and its evaluation of all aspects of school performance provide a strong foundation for the school to make further progress.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	B	C	D
Mathematics	E	C	D	E
Science	D	C	C	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 standards attained in the table above are in comparison with similar schools, which, in this case, was where pupils in Year 6 had similar levels of attainment when they were at the end of Year 2. When results are compared with a smaller group of very similar schools, within the county, standards were above average in English and science, but below average in mathematics. It should be noted that the Year 6 class in 2001 had a large proportion of pupils with learning difficulties in mathematics. In all subjects, the percentage of pupils achieving the higher-than-expected Level 5 was below average. In relation to the targets set for percentages of pupils gaining the expected Level 4, all targets were achieved. These targets are based on careful predictions that take account of pupils' prior attainment and other data, such as the percentage of pupils with special educational needs. Higher targets have been set for the pupils currently in Year 6, and the standard of their work puts them in line to achieve those targets by the end of the year. Pupils are attaining average standards overall in English, mathematics and science, with significant numbers achieving above-average standards in English and mathematics, as a result of the good provision being made for more able pupils in these subjects. No significant differences between boys and girls are evident.

In 2001, the national test results at the end of Year 2 continued to fluctuate as they have done in the past. Compared with schools nationally, the results were below average in reading and writing, and well below average in mathematics. Teachers' assessments of pupils' attainment in science gauged standards to be average. When compared with similar schools, results were well below average in reading and writing, and very low in mathematics. Very few pupils gained the higher Level 3 in any of the tests. The standards being attained by pupils currently in Year 2 are an improvement on the 2001 test results, being average in reading, mathematics and science, but below average in writing.

In other subjects, pupils attain standards in line with expectations at the end of Years 2 and 6, apart from physical education, in which standards are above expectations in Year 2. Standards in information and communication technology have improved particularly well since the last inspection, when it was below expectations. Children enter the reception class with standards overall matching expectations for four-year-olds. They make sound progress in the reception year and they are in line to match expectations by the end of the year in personal, social and emotional development, communication, language and literacy skills, knowledge and understanding of the world, creative and physical development, and to exceed expectations in mathematical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and have positive attitudes to learning.
Behaviour, in and out of classrooms	Good. Pupils behave well in classes, around the school, and when away from the school on educational visits.
Personal development and relationships	Good relationships exist between pupils, and between pupils and staff, contributing to pupils' good overall personal development.
Attendance	Good. Attendance is above national rates and the amount of unauthorised absence is slightly less than in most schools.

TEACHING AND LEARNING

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

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

Variations in teaching and learning between the stages are primarily the result of the differences in the expectations that teachers have of pupils. These expectations are highest at Key Stage 2. The main strengths, where teaching is good or better, lie in the fact that teachers' planning is very thorough and pupils' learning is developed through imaginative and stimulating lessons. The skills of literacy and numeracy are taught satisfactorily overall, but opportunities for writing need to be extended at Key Stage 1. All teachers make good use of information and communication technology to extend pupils' learning in subjects across the curriculum. The needs of different groups of pupils are met with varying success. The teaching of pupils with special educational needs is good in literacy and numeracy and satisfactory in other lessons. Work is generally planned carefully and the good support of classroom assistants and volunteers enables these pupils to progress at least satisfactorily. Provision for more able pupils is good at Key Stage 2 and satisfactory at Key Stage 1, where more pupils could be working at the activities planned for more able pupils. This is primarily due to teachers not carrying out sufficiently detailed assessments of what pupils are learning in lessons.

Pupils generally work hard and the oldest and youngest pupils work at a good pace and produce good amounts of work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory at the Foundation Stage and good at Key Stages 1 and 2, where a wide range of visits and visitors enhances pupils' learning opportunities.
Provision for pupils with special educational needs	Provision is satisfactory overall and the Code of Practice is implemented fully. There is early identification of pupils with special educational needs, good liaison with parents, and regular review of pupils' progress towards the targets that are set for them.
Provision for pupils with English as an additional language	There are no pupils in the school who require special provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, with strong emphasis and very good provision for pupils' social and cultural development that enriches their personal development as a whole.
How well the school cares for its pupils	The school is a very caring community, supporting and guiding pupils' personal development, and attending to all aspects of pupils' welfare. Good procedures have been developed for assessing pupils' attainment and progress that are used effectively

	to influence both academic standards and curriculum planning.
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Parents play an important role in the life of the school and a strong partnership exists. The school works hard to promote links, providing a good variety of information and involving parents well in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides very good leadership and receives excellent support from the deputy headteacher. The senior management team work well together. The roles of subject coordinators are clearly defined, many provide good subject management and those new to their roles are quickly increasing their effectiveness.
How well the governors fulfil their responsibilities	Very good. The governing body fulfils its responsibilities rigorously and provides high quality support. Governors offer constructive guidance and have a clear vision of the school's strengths and weaknesses.
The school's evaluation of its performance	Good self-evaluation procedures and analysis of relevant data enable the school to identify priorities, set itself targets, and pursue effective courses of action for future improvement.
The strategic use of resources	Very good use of physical and human resources and efficient management of finances.

Staffing levels and learning resources are adequate. The unique accommodation provides a good variety of teaching areas, although the Foundation Stage classroom and its outdoor play area have limitations. The school applies the principles of best value well, challenging itself and ensuring competitiveness in the services and resources that it acquires.

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. • Children's good progress. • Children's good behaviour. • The good standard of teaching. • How the school deals with their questions or problems. • That the school has high expectations of its pupils. • How children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • The information provided about their children's progress. • The way the school works closely with parents. • The homework set for pupils. • The range of activities outside lessons.

Inspectors endorse all the positive views of parents and, in the inspection team's judgement, the parental concerns are unfounded. There are good systems of communication with parents about progress, reports are informative and the move to issuing these annual reports mid-way through the year is a positive move that will benefit parents still further. In this, and many other ways, the school works hard to develop a close partnership with parents. The type and amount of homework set for pupils are suitable and consistent with the school's policy. The programme of extra-curricular activities offers a range of musical, sporting activities and other activities supervised by teachers and parents. The range is of very high quality and far beyond that offered by most schools of this size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children in the reception class is formally assessed shortly after they start school and these baseline assessments have, for the past four years, shown considerable annual fluctuations and attainment has generally been slightly below that in the county as a whole, due to weaknesses in language development. However, when compared with the overall expectations of four year olds, children enter the current reception class with levels of attainment that are in line with those expectations. They make sound progress, so that by the end of the reception year they achieve the Early Learning Goals reaching the expected levels in aspects of their personal and social development, communication, language and literacy, in their knowledge and understanding of the world and aspects of creative and physical development. However, in their mathematical development children make good progress and many reach levels above those expected for their age.
2. The school's results in national tests at the end of Key Stage 1 have fluctuated during the past five years. Until 2000, the overall picture was of standards close to national averages, but results dropped in 2001. Compared with all other schools, pupils' results in 2001 were below average in reading and writing and well below average in mathematics. Teachers' assessment of science showed standards to be average. Compared with schools that are similar in terms of the percentage of pupils eligible for free school meals, reading and writing were well below average, mathematics was very low, and science was below average. The percentages of pupils who reached the higher Level 3 were generally low, being well below the national average in reading, below average in writing, very low in mathematics and below average in science. Compared with similar schools, the percentages of pupils attaining Level 3 were well below average in reading, writing and science and very low in mathematics. Comparisons that are described as very low place results in the lowest five per cent of schools. Work seen during the inspection by pupils currently in Year 2 is higher than the standard shown by their predecessors in the 2001 national tests. Standards in reading, mathematics and science are average, while writing is below average. Overall, this is a satisfactory achievement in relation to the levels of attainment that these pupils had when they started in the reception class in 1999.
3. Results in the national tests at the end of Key Stage 2, show a good improvement during the last four years that, overall, has exceeded the national trend. In 2001, the high percentage of pupils with special educational needs with learning difficulties in mathematics lowered that test result. However, the targets set for the pupils, in terms of the percentages achieving the expected Level 4, or above, were achieved in all the tests. When compared with all schools, the results were average in English, below average in mathematics and average in science. Comparing the results with schools where pupils in Year 6 had similar levels of attainment when they were at the end of Year 2, English was below average, mathematics was well below average and science was average. The percentage of pupils reaching the higher Level 5 matched national averages in English and science but was below average in mathematics. Compared with similar schools, the proportion of pupils attaining the higher Level 5 was below average in all three subjects. A further indicator of how the school's results in Year 6 compare with other schools is provided by the local education authority. A detailed analysis of the results of around fifteen schools that are very similar, placed Woodlea's results in English and science above the group average, and mathematics below average.
4. Target-setting is well established at the school and it uses all the information available about pupils' attainment in the past, including a thorough analysis of pupils' performance in tests in Years 3, 4 and 5, to arrive at its predictions and targets for the national tests at the end of Year 6. Predictions are regularly updated as a result of the tracking of individual pupils' progress. The work of the pupils currently in Year 6 suggests that they are on track to achieve the realistic targets that have been set for them. Their work in English, mathematics and science is of average standard and this represents satisfactory levels of achievement from the time when they took the Key Stage 1 tests at the age of seven.

5. The standards seen during the inspection show improvement compared with the judgements of work seen in classes during the last inspection. The latter were that standards were average in English, mathematics and science at the end of both key stages, but with some specific weaknesses in English and science. In English, spelling was below average throughout the school. It has now improved at Key Stage 2, where weaknesses in punctuation and grammar have been addressed. Pupils' work in investigative science was below average at all ages and this, again, has now improved at Key Stage 2. Standards in all other subjects now match the age-related expectations at the end of both key stages, whereas, they were below expectations at the end of Key Stage 1 in music, and throughout the school in information and communication technology. The raising of standards in these two subjects has been achieved by:
 - the employment of part-time specialist music teachers whose subject expertise has promoted higher expectations;
 - the training that teachers have received in information and communication technology; their better planning and teaching of the subject; the improved resources, and the very good subject leadership.
6. The one subject where standards are above expectations is in physical education at the end of Key Stage 1, where the very good teaching of gymnastics by a part-time teacher is enabling pupils to achieve high standards.
7. In relation to their abilities, pupils with special educational needs make satisfactory progress because they are appropriately supported both in lessons and when withdrawn from lessons. The arrangements for the teaching of these pupils are satisfactory and appropriately monitored by the special needs coordinator. Children at the Foundation Stage and pupils in Key Stages 1 and 2 achieve satisfactorily overall. There are no significant differences between boys and girls levels of achievement in any of the groups in which pupils work. Two groups of pupils are achieving particularly well:
 - pupils in Year 3 are making very good progress in relation to the results that they achieved in the national tests, in 2001, that they took in Year 2. The very good teaching that they now benefit from is raising standards rapidly;
 - throughout Key Stage 2, more able pupils achieve well in English and mathematics due to the good provision that is made for them. This provision is consistently good in both class lessons, when they are taught alongside their classmates, and in the two lessons per week when they are taught separately in extension groups. In all lessons, work is well-matched to their abilities, is challenging and is promoting increasingly higher standards by these pupils than their past attainment at the ages of four and seven suggests they might achieve.

Pupils' attitudes, values and personal development

8. Overall, pupils' good behaviour and attitudes to learning have been maintained since the last inspection. These qualities are shown by all pupils, including those with special educational needs. Personal development and relationships are also good and pupils' attendance is above the national average.
9. In Key Stage 2, pupils enjoy their lessons and work hard. They listen well and are keen to answer questions and participate in discussions. They display high levels of interest and enthusiasm in mathematics and channel their natural curiosity to good effect in science, particularly in Year 4. They co-operate well in pairs and groups, responding to and building on each other's ideas particularly in Years 3 and 6. However in Key Stage 1, pupils' attitudes and behaviour in lessons are often only satisfactory. In Year 2, when asked to move to work on their tables, pupils displayed little enthusiasm and in science were unsure of the tasks expected of them. Too many pupils fidget when sitting on the carpet and are often inattentive.
10. Pupils' behaviour is good overall and often very good in assembly and when moving through the school. Parents who accompany classes off-site on educational visits report that pupils' behaviour

is very good. During the lunch hour, pupils feel confident that any reported inappropriate behaviour such as swearing will be dealt with promptly. The one fixed-period temporary exclusion in the previous school year was handled correctly.

11. Pupils care for each other. They are aware of their actions and understand the need to obey safety instructions in order to protect others as well as themselves. Pupils with sensory or physical disabilities are included in all activities. The 'buddy bench', and system of classroom buddies, are good features and ensures all pupils are included in playground games. Pupils are sensitive to other people's feelings and views, with good examples of this seen during poetry lessons in Year 6. Pupils respond well when a strong emphasis is placed on reflection during assembly.
12. In Year 6, pupils take their responsibilities as library and assembly monitors seriously. They also help the youngest pupils both regularly, through helping in the playground at lunchtime, and spontaneously as in 'talk to your neighbour' during assembly. In Years 4 and 5, pupils work eagerly on research tasks, whether through books or the Internet, and this is indicative of the good levels of interest and involvement in activities that are demonstrated by all pupils at Key Stage 2. However, other than collecting lunchboxes and delivering the register, pupils in Key Stage 1 do not generally have sufficient opportunities to take any responsibility within the classroom, or for their learning.
13. Pupils' attendance is above the national average. There is no unauthorised absence. This is an improvement since the previous inspection. Registers are kept according to statutory requirements. Most pupils are punctual and lessons begin on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The overall quality of teaching is good. Teaching ranges from excellent to unsatisfactory. In the 51 lessons observed, 27 per cent of teaching was very good or better and this included an excellent lesson with the Year 3 class. A further 24 per cent of teaching was good and 45 per cent satisfactory. Unsatisfactory teaching occurred in two lessons, when explanations were not clear enough and some of the learning activities failed to challenge pupils sufficiently. Teaching is satisfactory overall at the Foundation Stage and at Key Stage 1, and good at Key Stage 2. This overall picture is a significant improvement compared with the last inspection, when no teaching was very good or better and a third was good, however, there have been many staff changes in that time. The improved monitoring of teaching by senior management and the quality of the newly appointed teachers have had a good effect on the quality of teaching.
15. The quality of education provided for children in the Foundation Stage is satisfactory, as it was at the time of the last inspection. Teaching in reception is satisfactory with some good features. The strengths of the teaching and learning opportunities created in reception are likely to ensure that most children will reach the Early Learning Goals by the time they enter Year 1, and that a few more able children will be working beyond them. The teacher has a sound knowledge of how to develop children's skills using the 'stepping-stones'⁵ that lead to the Early Learning Goals for children in the Foundation Stage, but needs to ensure that the learning to be achieved is identified for all tasks and is stated in terms of these 'stepping stones' rather than Key Stage 1 objectives. Overall, basic skills are taught well. The positive atmosphere for learning in the classroom stems from the teacher's good relationships with the children, and the good behaviour management that provides clear, consistent guidelines for how the class must work and play together.
16. The quality of learning is good overall, being highest in Key Stage 2, and indicating the effort that pupils in these classes make in trying to attain the highest standards of which they are capable. In these classes, all pupils respond well to teachers, and other adults, and work conscientiously and co-operatively. Pupils maintain good levels of concentration and interest in their work at all times, including occasions when they are required to work independently. The pace at which they work, and the amount of work produced, are satisfactory overall, although these vary according to the expectations laid down by individual teachers. Generally, when the teacher's delivery is brisk and

⁵ 'Stepping stones' are the carefully graduated steps within the Foundation Stage curriculum, which enable teachers to track children's progress in each area of learning.

expectations are high, as was found in Year 5, and in extension groups, the pupils respond by working quicker and achieving more. The good features of pupils' learning are consistently highest in the Years 3 and 6 classes. Conversely, the learning of pupils in Key Stage 1 does not generally match the quality of learning achieved by the older pupils, because teachers' expectations are consistently not high enough, and the ongoing assessment of what different groups of pupils are learning in each lesson is spasmodic and not generally being used to plan the next stage in learning for the different groups. When these weaknesses are not evident, as in the good teaching and learning that occurred in a Year 2 gymnastics lesson, and a Year 1 science lesson, pupils' achievements matched the raised expectations that teachers promoted.

17. Throughout the school, the relationships between teachers and other adults in the classroom with pupils are good. Teachers make satisfactory use of support staff to provide additional instruction and guidance for pupils, but they vary in the thoroughness of their briefing of support staff. Where written planning is provided in advance of the lesson, the support staff's guidance to pupils is generally good, but it is less effective when they are told what to do just before starting work with their groups. Teachers do not involve support staff or volunteers sufficiently in assessment of pupils' learning and there is little recording of how well pupils have done, or of any difficulties that they may have experienced. Nevertheless, these staff and volunteers have a positive impact on pupils' attitudes to learning and to the progress that they make in lessons.
18. Teachers are implementing the National Literacy Strategy effectively by generally providing a range of activities that are matched well to the needs of groups of pupils of different abilities. Teachers at Key Stage 2 successfully use lessons in subjects, other than English, to develop pupils' speaking, reading and writing skills by, for example, encouraging the use of subject-specific language in mathematics, history and music. However, at Key Stage 1 there is a need to place greater emphasis on the development of pupils' writing skills, in particular in other subjects. The National Numeracy Strategy is also implemented satisfactorily. Teachers are confident and most promote number work strongly, although there are some weaknesses in the mental calculation sessions, where some teachers lack briskness and fail to encourage pupils to explain their working methods. Teachers have a good overall knowledge of information and communication technology and they use this very successfully to plan appropriate learning opportunities to support pupils' learning in other subjects.
19. Teachers vary in the effectiveness of their management of pupils' behaviour. When this is at its best, notably in Years 3, 4, and 6, teachers make their expectations very clear and provide much positive comment whenever good behaviour occurs. This is also a consistent feature of teaching in the Foundation Stage, where the expectations communicated so clearly by the teacher and classroom assistant help children to understand exactly how they are expected to behave and treat others. On the occasions where behaviour management lacks consistency, or is firmer than is required, lessons are less successful and teaching and learning are no more than satisfactory. Other weaknesses in teaching are comparatively rare but, as mentioned earlier, at the Foundation Stage, and Key Stage 1, there is generally insufficient ongoing assessment of pupils' learning during lessons. Teachers, therefore, have insufficient specific information that can be used to plan the next stage in learning for individuals or groups of pupils. As a consequence, the more able pupils have insufficient learning activities that really challenge them and, in a subject like mathematics, less able pupils sometimes have tasks for which they are not ready. However, this aspect of teachers' planning is starting to improve as a result of the target setting that is occurring, and the good, constructive marking that is carried out by all teachers. Teachers now identify medium-term targets for groups to work towards in literacy and numeracy and this, with good feedback to pupils, through marking, is helping pupils to gain understanding of what, or how well, they are learning. Teachers plan and discuss with the class what it is intended that they all should learn by the end of a lesson, which is something that was not occurring at the time of the last inspection. When the learning activities are planned very specifically to focus on each group's target, as in a weekly mathematics lesson in Year 4, all pupils achieve very good progress.
20. The teaching for pupils with special educational needs is satisfactory. A good number of staff support pupils in lessons and the small groups that involve pupils withdrawn from lessons for short periods of time. The coordinator, teachers and support staff identify clear achievable targets for their pupils and focus work specifically to meet these individual needs. Although many support staff

are new to the school, they work together and support one another in their new roles. Some support staff record assessments of pupils' progress, both written and verbal, but this system is not yet consistently applied in all classes. Teaching is effective in improving the learning achieved by these pupils and makes a sound contribution to their overall satisfactory progress.

21. Some parents have expressed concern about homework provision, but inspectors do not share this concern. The school's provision is in line with the expectations set out in its homework policy. Homework is given regularly and relates well to what is being taught and learned in class lessons. In addition to literacy and numeracy tasks, older pupils have occasional work in most other subjects that ensures a good variety in what is being done at home.

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

22. In Key Stages 1 and 2, there is a wide and interesting range of learning activities to support pupils' academic and personal development. This reflects good improvement since the last inspection, which reported a number of weaknesses in planning, schemes of work, and pupils' attainment in both information and communication technology and music. The school has successfully addressed these issues. Teachers' long term planning is now satisfactory, there are schemes of work for all subjects, and standards are now in line with expectations in information and communication technology and music. Pupils' access to computers has been increased significantly. Teachers also now make good use of computers in their planning. The Foundation Stage curriculum is satisfactory but needs further development by considering the best use of existing accommodation to broaden the range of learning activities. Opportunities are limited for children to work independently.
23. The curriculum coordinator and the headteacher have worked hard and successfully to review and improve the curriculum to ensure that pupils experience rich and varied learning opportunities. They have achieved this, with the support of the staff, by looking for and developing strong links between subject areas. A typical example of this is the Year 5 portfolio of watercolours and poetry based on the works of Monet, Turner, Noyes and Tennyson, which makes good use of art as a vehicle for promoting literacy skills. Teachers throughout the school make satisfactory use of the strategies for teaching literacy and numeracy. The curriculum is enriched by drama and the use of the school's attractive outdoor environment as an additional area of learning on the school timetable. Provision for pupils' personal, social and health education is very good. Teachers organise the timetable well in Key Stage 2 to provide a good balance of activities, although there is some room for improvement in Key Stage 1, where there is too little emphasis on practical work during the last session of the day.
24. The provision for pupils with special educational needs is satisfactory. They receive a balanced and inclusive curriculum and their individual education plans contain specific short-term targets to focus the teaching, although these are mainly linked to literacy. Pupils are supported in the classroom by support staff and parent-volunteers and are also withdrawn for specific work outside the classroom. The headteacher and special needs coordinator, together with support assistants, ensure that all pupils receive the right levels of support to meet their individual needs. However, in some classes there is insufficient communication between the special needs staff and teachers and they do not always review the pupils' progress together at the end of a lesson.
25. There is a strong commitment to ensuring that all pupils have equal opportunities to learn and improve and this is reflected in all lessons and extra-curricular activities.

Extra-curricular activities and community links

26. The very good provision and range of additional activities that enhance the curriculum continue to be a strength of the school. Activities take place after school, and at lunchtime, and cater for pupils in Key Stages 1 and 2, for example, pupils enjoy choir, recorder groups, craft, art and gardening clubs, netball practice, and dance and games club. A private organisation runs a football club after school and guitar teaching is offered on a weekly basis.

27. Pupils' learning is effectively enhanced by the visits made during personal, social and health education lessons by the police, fire brigade and, recently, the education officer from the local country park who discussed safety in the countryside with pupils in Year 4. Links with local elderly residents encourage the pupils to think of others. Pupils play their recorders and discuss toys, past and present, with the residents. In exchange, a group are making story sacks to share with pupils.
28. Constructive relationships with the local secondary school, together with good curriculum links between teachers within the local 'pyramid' of schools, effectively helps smooth pupils' transition to secondary school and supports teachers in the development of new ideas. A pen-pal scheme, with pupils from a school in West Bromwich, helps broaden pupils' understanding of others' school experiences.

Provision for pupils' spiritual, moral, social and cultural development

29. Very good provision overall is made for pupils' spiritual, moral, social, cultural and personal development. The quality of this aspect has improved since the previous inspection with good attention to developing multi-cultural awareness. Provision for pupils' social and cultural development is very good and that for their spiritual and moral development is good.
30. Good provision for pupils' spiritual development is evident across the curriculum. All residential visits include opportunities for pupils to experience the spirituality of, for example, the rising sun and dawn chorus, when Year 4 pupils take a dawn walk. Similarly, a night walk for pupils Year 5 enables them to experience absolute silence and reflect on the greatness of the environment around them. As part of the study of the school environment, pupils select their own special place in the school grounds and have opportunities to spend time there and talk about what makes it special to them. Assembly themes aim to develop pupils' understanding of a wide range of concepts, values and beliefs. Bible stories and interactive approaches during assembly help teach the value of their families. The lighting of a candle provides a good focus for reflection. The symbolism of blowing their thoughts as the candle is blown out also tries to create a contemplative moment.
31. Important moral and social values are mirrored through the staff's caring approach. Good attention is paid to raising pupils' self esteem with particularly good examples seen during a Year 4 religious education lesson, and Year 6 poetry lessons. In addition, respect for other people's feelings was also emphasised well during those lessons. Pupils contribute well to the school's behaviour policy, by agreeing class rules at the beginning of each school year. A system of stars, certificates and headteacher's awards, rewards good behaviour. A new system, developed in conjunction with pupils in Years 5 and 6 also rewards pupils' attitudes and academic achievement.
32. A comprehensive programme of personal, social and health education is taught throughout the school. 'Circle time'⁶ is used regularly to encourage pupils to listen to and value each other's views. Teaching about personal and communal safety is a strong feature. The planned progression of residential experiences provided throughout Key Stage 2 is a very good feature, as is the imaginative use of the school and its grounds for the Year 3 sleepover and Year 4 camp. The school uses its unique woodland setting to very good effect to enrich the curriculum, by integrating environmental education throughout its planned lesson provision.
33. Varying cultural and creative themes now form an effective basis for lesson planning. Trips to London to visit The National Gallery and to attend a performance of 'The Nutcracker' ballet effectively enhance pupils' cultural experiences. The interactive visit from a 'Roman Soldier' to a Year 3 history lesson, together with other activities, such as when pupils dressed up in Victorian costume, very successfully raises pupils' understanding of their history. Planned teaching of the cultural traditions of Judaism and Islam, together with the pupil-to-pupil link in Year 4 with a multi-ethnic community in a school in West Bromwich, prepares pupils well for life outside school. The

⁶ 'Circle time' is an activity where pupils are able to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.

Year 6 geography project on Kenya, and ongoing support for the NSPCC, effectively illustrates the differences between the experiences of pupils at Woodlea and children elsewhere.

34. In Year 6, pupils are offered a variety of positions of responsibility within the school community. Pupils in Key Stage 2 are often given the opportunity for independent research and planned opportunities to discuss learning points. Plans are in place to create a school council. However, few opportunities are provided for children in the Foundation Stage, and pupils in Key Stage 1, to exercise responsibility in the classroom through accessing their own resources, or tidying up after themselves.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school continues to provide a very good, caring environment for its pupils. All staff, working together as a team, provide a supportive family atmosphere, which actively promotes the welfare and self-esteem of all pupils. As a consequence, pupils feel secure and this makes a positive contribution to the quality of their learning, attitudes and behaviour. The care of pupils with special educational needs is satisfactory. Teachers and support assistants give sufficient attention to ongoing progress of these pupils in relation to their specific action plans. Pupils who are physically disabled receive a good level of care.
36. Procedures for child protection and pupils' welfare are very good overall. The school complies with local child protection procedures. Staff are aware of the procedures to follow if they have any concerns. The headteacher is the designated, named teacher for child protection issues. She is very capable in this area and very aware of the personal circumstances regarding the pupils in her care.
37. Health and safety procedures are implemented consistently. Fire drills are carried out termly. Safety issues are consistently reinforced when carrying out science experiments. Good attention is paid to the safety of pupils with special physical and sensory needs in the classroom, during breaks, and during physical education lessons. Medication for chronic conditions is well supervised. There are good facilities available, with a medical room attached to the office and good care is taken of pupils who become ill in school. Procedures for the induction of children into the Foundation Stage are very good, with the coordinator making home visits. School routines are carried out precisely, such as the morning collection of lunch boxes, and moving into lessons after breaks, and these contribute well to pupils overall well-being.
38. Procedures for monitoring and improving pupils' attendance are very good. Improvements to the monitoring procedures include the introduction of computerised attendance registers, improved communication between office staff and teachers, regarding the efficient collation of messages and letters, and judicious use of the telephone when no reason for absence is given. The headteacher is particularly vigilant when authorising leave of absence for holidays in term time.
39. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. There is good emphasis on promoting and rewarding positive behaviour, through a well-understood system of stickers and certificates. There is a stepped system of sanctions for poor behaviour with some pupils seeking attention and quickly working their way up almost to the point of being moved from the classroom. Sometimes insufficient consideration is given to teaching self-discipline or explaining to pupils the reason for the sanction or teaching them to understand the consequences of their misbehaviour. Good guidelines for identifying and preventing incidents of bullying are provided through personal, social and health education lessons.
40. Procedures for monitoring and supporting pupils' personal development are satisfactory. Pupils' personal development is monitored informally by staff. Records are maintained of achievement certificates, emotional or behavioural concerns, and are passed on to the receiving teacher. Concerns are discussed with the headteacher. There is not, however, any tracking of pupils' personal development or any targets set to help them make progress, unless they are on a behaviour report.

Assessment

41. The school has improved assessment procedures and their use, since the last inspection. Good assessment systems are now in place throughout the school for each pupil, with appropriate focus on English, mathematics and science. Careful records of each pupil's test results are kept from their entry to the school, and passed on from year to year. After the statutory tests at the end of Years 2 and Year 6, the local education authority provides the school with a detailed analysis of test results, which they use to predict the levels of attainment they expect individual pupils to achieve by the end of the year. They are now using this information, particularly in Key Stage 2, to set targets for individuals and groups of pupils. Similarly, they use data from statutory and optional tests to group pupils according to ability and to identify where additional support is needed. There are plans to introduce systems for assessing pupils' achievement in subjects other than English, mathematics and science, which are in the early stages of development. The use of assessment to inform planning is satisfactory overall. One good feature of the use of assessment occurs at Key Stage 2, where teachers make good use of detailed and helpful day-to-day marking to inform planning for the next lesson. The headteacher has promoted some very promising innovations, which provide a solid platform for further improving the use of assessment throughout the school. For example, there are progress books for every pupil containing examples of their best work, from term to term, and teachers now set targets for pupils to achieve, which are shared with parents.
42. The main areas for future development are:
- to provide more opportunities for teachers throughout the school to moderate the quality of their pupils' work against nationally agreed levels and use this information to support target setting;
 - to provide support and training for teachers in Key Stage 1 in the use of assessment to plan suitably challenging work for the different groups of pupils within their class.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Through the views expressed at the parents' meeting and by their responses to the pre-inspection questionnaire, parents are satisfied, overall, with what the school is providing. They feel the school has high expectations of their children and helps them become mature and responsible. They feel comfortable approaching the school with questions or problems; think it is well managed and led and that teaching is good. However, they have concerns about homework, and the range of extra-curricular activities, and feel the school could work more closely with them and provide more information about their children's progress.
44. The school is creating good links with parents. It is working hard to make them partners in their children's learning. Over time, a number of improvements to facilitate better communication have been implemented. These have included improving the regular newsletter, which is written in a distinctive format and distributed on the same day each week. The homework diary provides good information to assist parents effectively who regularly help their children by listening to them read, or assist with other homework tasks. It is also designed for use as a communication tool between parent and teacher, although there is no designated space in which the teacher can write. The home-school-pupil agreement puts good emphasis on creating the right conditions for learning.
45. The quality of information provided to parents about the school and its work is good. Good comparative information is provided in the governors' report to parents. Curriculum information is given orally and in written form at a 'meet the teacher' session at the beginning of the school year. Pupils' targets in English and mathematics are discussed with parents at the autumn consultation evening. Reports are attractively presented with space for pupils to write about their progress. However, the language used to describe what pupils know, understand, and can do, is not informative for parents, due to the inclusion of too much educational jargon.
46. Parents are consulted quickly when the school identifies pupils with special educational needs. They are regularly invited to attend meetings to review targets and education plans. Parents are invited to performances and class assemblies. The school has run various afternoon and evening workshops. These have covered literacy, numeracy, science, and information and communication

technology. A number of parents help in school, in a variety of ways, for example, by listening to reading, and assisting pupils with Internet searches. The Friends of Woodlea School hold social and fund-raising events throughout the year. They are making a significant commitment and contribution towards improving facilities for all pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

The leadership and management of the headteacher and key staff

47. The headteacher provides very good leadership and management of the school. Her skills have improved since the last inspection when they were good. Viewed collectively, the headteacher and key staff provide good leadership and management overall.
48. The school's recent history has been one of considerable turnover of teaching and support staff. Ten teachers have left the school in the last two years, the majority to posts offering promotion. The headteacher's influence on this situation is two-fold. First, she very successfully integrates incoming teachers into the staff team, enabling a shared commitment to raising standards and providing a good quality of education to be maintained. Second, she has established very clear roles and responsibilities for all staff with a management responsibility, and she provides excellent guidance and well-planned opportunities for individuals to develop their management skills. In maintaining continuity and consistency, and in the drive towards improvement, the headteacher receives excellent support from the deputy headteacher and the key stage coordinators. Their different but complementary skills combine very effectively to ensure the smooth running of the school.
49. The senior management team has clear collective and individual responsibilities and is an efficient decision-making body. Members take responsibility for monitoring specific priorities in the school improvement plan and this ensures the good effectiveness of strategic planning. All teachers, except the most recently qualified, have the responsibility for whole-school management of one or more subjects. Many are new to the responsibility, but all carry out their roles successfully. The very good subject management of information and communication technology provides a model of good practice for all to follow. The current school improvement plan prioritises the development of the monitoring carried out by subject managers and this needs to be focused initially on the quality of teaching and standards at Key Stage 1.
50. The school has a very positive ethos that reflects its commitment to creating a caring environment for all pupils in which they are helped to achieve improving standards in their academic and personal development. The many full and part-time teaching staff and support staff are wholly integrated into an effective team. All staff ensure equal opportunities for all pupils in their access to the full curriculum, and the experiences provided outside the curriculum.
51. Co-ordination of provision for pupils with special educational needs is satisfactory. The coordinator oversees the pupils' individual education plans through the network of teachers' computers. As a class teacher, the coordinator is allocated one morning each week to his special needs role. The sound planning and organisation of the special educational needs team contributes to the satisfactory progress made by the pupils.

Monitoring and evaluation of the school's performance

52. The school has good systems for monitoring and evaluating its own performance. This is as a result of the headteacher's successful development of a range of procedures for monitoring and evaluating the curriculum, the quality of teaching, and the standards of pupils' work. The headteacher monitors teachers' planning each week, through scrutiny of their computer-generated plans. This innovative system is excellent use of technology that enables all teachers to access each other's planning. Consequently, subject coordinators can maintain a regular overview of whole-school provision in their subjects; class teachers have access to details of work planned by colleagues. The teaching of literacy and numeracy is monitored effectively, resulting in refinements of teachers' skills that, in turn, have made a good impact on standards of pupils' work. Standards of pupils' work are also monitored effectively through thorough analysis of National Curriculum

assessment test papers each year. This highlights strengths, weaknesses, and trends, and, when the data indicates, areas for concern. More staff now need to be involved in this process. The monitoring of pupils' work is also a regular feature of the work of the senior management team. There are clear plans to extend the responsibilities for monitoring and evaluation to subject coordinators, with time set aside for them to be released periodically from classroom duties in order to observe in other classrooms, or scrutinise samples of pupils' work. The arrangements for performance management, that have recently been adopted, are setting clear targets for teachers to work towards within their own professional development. Overall, the monitoring of teaching and learning has improved since the last inspection and the systems for the involvement of all staff that are now in place are a very good foundation for further improvement.

The Governing Body

53. At the time of the previous inspection, the governing body was judged to be fulfilling all its statutory responsibilities, but improvement was needed in its monitoring of the effectiveness of school development. Additionally, a more rigorous and consistent evaluation of standards was required. These weaknesses have been completely eradicated. The present personnel constitute a very good governing body that plays a major role in shaping the direction of the school. It has, thus, achieved very good improvement since the last inspection.
54. The school's overall management is strengthened by the very good working relationships that the headteacher has with the chairperson and with the governing body as a whole. The governing body provides very good support for the work of the school, and individual members visit the school to assist in a variety of ways. Through their visits and liaison with coordinators, governors are very familiar with the school's working methods. Very thorough monitoring of developments within the school takes place by the governing body, through visits and the reports received from teaching staff. The headteacher consults widely about proposed improvements, seeking the contributions of all staff and governors, and developments proceed with the commitment of all concerned. The governing body, through its own consultation processes, such as surveys of parental opinion, and through its own very detailed strategic planning, is having a strong influence on school improvement. The governing body has carefully monitored the action plan that followed the last inspection and parents have been regularly informed of progress with that action plan. Governors compare the school's results with national averages and those for schools with a similar intake. A desire for high standards and improvement is central. These instruments enable the governing body to have a very good understanding of the strengths and weaknesses of the school.

Staffing, accommodation and learning resources

55. Overall, staffing, accommodation and learning resources are satisfactory, with good improvement in the provision of computers since the previous inspection. There have been considerable changes to the staff. During the last two years ten teachers left and eleven were appointed, with only the headteacher and one class teacher remaining in post since the previous inspection. The teachers in the Foundation Stage and Key Stage 1 are new to their roles within this age group.
56. Support staff, many of whom are also new to their roles, provide a valuable contribution to the quality of teaching and learning in the school. In addition, the office staff, lunchtime supervisors, and cooks, contribute well to the school's caring 'family' atmosphere.
57. The spacious school building, in an extensive and attractive woodland setting, provides good accommodation, overall, for teaching the curriculum. The grounds are used well for environmental and outdoor education. Facilities for physical education are good. The provision of small teaching spaces, library, music and drama room, as well as a multi-purpose hall, effectively enhances the quality of pupils' learning. Building maintenance is an ongoing commitment effectively overseen by the caretaker, who, together with the cleaner, keeps the school very clean. Attractive displays of pupils' work effectively enhance the classrooms and corridors and indicate the high value placed on them in order to improve pupils' performance. However, the accommodation provided for the children in the Foundation Stage is unsatisfactory. Indoors, it is small and cramped, restricting provision for the full range of learning activities.

58. Resources for learning are good in music and adequate in all other subject areas, except in the Foundation Stage, where there are insufficient wheeled toys and resources for outdoor play. The library has been relocated and reorganised since the previous inspection and is used regularly. The school has a good number of computers. They are easily accessible and used well to support learning across the curriculum.

Strategic use of resources

59. The recommendations made in the most recent audit report have been acted upon. Efficient day-to-day management and administration by the finance officer and administration assistant, particularly of financial matters and collation of class information into the weekly newsletter, effectively relieves teachers of these tasks. Monthly finance meetings between the headteacher and finance officer ensure budgetary control is effectively maintained. Specific grants for improving school effectiveness are used well for their designated purpose. A strong focus is placed on staff training and development. The spending priorities relate fully to the school improvement plan and progress is evaluated against expenditure. Very good use is made of computers for financial management, analysis of data, recording and monitoring pupils' attendance, and for planning and monitoring the curriculum, creating weekly lesson plans, and developing pupils' individual education plans.
60. Governors have a good strategic overview of the school's finances. This is an improvement since the previous inspection. They are fully involved in budget setting and regularly review spending. The school's large surplus that had accrued from its setting-up allowance is now actively managed and being spent to the benefit of the whole school community. Spending on additional teachers to take booster and extension lessons in literacy and numeracy is effective in raising standards in Key Stage 2. The purchase of laptop computers for use by staff and pupils, together with the employment of an information and communication technology assistant has greatly improved pupils' usage, knowledge and skills in the subject. A significant amount has been spent on a 'trim trail' and other improvements to the extensive woodland site. The remainder, together with funds contributed by 'The Friends of Woodlea School' is being used to apply for 'seed challenge' money in order to make improvements to the accommodation.

Principles of best value

61. Overall the four principles of best value, compare, challenge, compete and consult, are used to good effect in both the educational and financial management of the school. A particularly good feature is the setting up, by the governing body, of a small committee to focus on 'best value' and apply it to all aspects of their work. The school consult parents regularly. Consultation with teachers and pupils also takes place and a school council is planned. Quotations for large items of expenditure are compared at meetings of the governing body, before acceptance, as are service level agreements to ensure spending is providing best value.
62. At the last inspection the school provided satisfactory value for money. This situation has improved. Taking account of all aspects of the school's work, including rising standards, pupils' good behaviour and good attitudes to work, the shared commitment to improvement and good relationships that characterise the school community, it now gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to improve the standards of work and the quality of education, the governors, headteacher and staff should:
- Raise standards in writing at Key Stage 1 by:
 - raising teachers' expectations of what pupils can achieve;
 - increasing opportunities for pupils' writing skills to be developed across the curriculum;
 - improving teachers' understanding of the levels that pupils throughout the key stage can be achieving. *(Paragraphs 2, 18, 86 and 124)*

- Make greater use of assessment to identify the levels of all pupils' work and to inform the planning of learning activities for pupils in Key Stage 1 by:
 - recording National Curriculum levels in progress books;
 - developing portfolios of levelled work in relevant subjects. (*Paragraphs 16, 19, 41, 86, 95, 118, 130 and 135*)

- Develop the environment for learning, and the range of learning opportunities at the Foundation Stage by:
 - making more imaginative and versatile use of existing accommodation;
 - increasing opportunities for independent learning in the areas of knowledge and understanding of the world and creative development;
 - identifying clear objectives for all tasks, based on the Foundation Stage curriculum, rather than the Key Stage 1 curriculum, and relating ongoing assessment to those objectives. (*Paragraphs 15, 22, 67, 68, 72, 76 and 79*)

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

- to develop consistency in the expectations of support staff, by establishing common approaches to the pre-lesson briefing of staff and volunteers, and identifying appropriate strategies for staff to record pupils' progress. (*Paragraphs 13, 17, 20 and 24*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

51

Number of discussions with staff, governors, other adults and pupils

32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	12	23	2	0	0
Percentage	2	25	24	45	4	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 almost two percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	201
Number of full-time pupils known to be eligible for free school meals	11

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	69

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	7
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.4

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	9	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys*	-	-	-
	Girls*	-	-	-
	Total	24	22	24
Percentage of pupils at NC level 2 or above	School	89 (93)	81 (79)	89 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys*	-	-	-
	Girls*	-	-	-
	Total	24	24	25
Percentage of pupils at NC level 2 or above	School	89 (86)	89 (93)	93 (83)
	National	85 (84)	89 (88)	89 (88)

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

* The number of boys and girls taking the tests has been omitted, as there were 10 or fewer in one of the groups.

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	16	17	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	16
	Girls	16	11	16
	Total	26	22	32
Percentage of pupils at NC level 4 or above	School	82 (82)	67 (74)	97 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	10	11	13
	Total	21	22	26
Percentage of pupils at NC level 4 or above	School	64 (62)	67 (71)	79 (76)
	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	201
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	21.4
Average class size	28.7

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	131

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	11
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.

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	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/01
	£
Total income	486,406
Total expenditure	502,728
Expenditure per pupil	2,417
Balance brought forward from previous year	34,004
Balance carried forward to next year	17,683

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	201
Number of questionnaires returned	85
Percentage of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	46	7	2	0
My child is making good progress in school.	32	65	2	1	0
Behaviour in the school is good.	25	65	7	4	0
My child gets the right amount of work to do at home.	16	61	14	7	1
The teaching is good.	38	58	2	1	1
I am kept well informed about how my child is getting on.	36	45	15	4	0
I would feel comfortable about approaching the school with questions or a problem.	52	40	8	0	0
The school expects my child to work hard and achieve his or her best.	49	48	2	0	0
The school works closely with parents.	35	46	15	2	1
The school is well led and managed.	41	48	9	1	0
The school is helping my child become mature and responsible.	35	58	7	0	0
The school provides an interesting range of activities outside lessons.	22	46	16	8	7

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

64. Satisfactory improvements have been made for children in the Foundation Stage since the previous inspection, both in the leadership and in the curriculum provided for these children.
65. Children are admitted to the reception class in the year in which they are five, attending both full-time and part-time sessions in the first term, dependent upon their age. All children have received pre-school experiences in a variety of forms. The school makes good links with parents. Home visits are arranged, together with visits to school, both for parents and children.
66. Children enter the reception class with levels of attainment that are in line with those expected for children of this age. Overall, they make sound progress, so that by the end of the reception year they achieve the Early Learning Goals, reaching the expected levels in aspects of their personal and social development, communication, language and literacy, in their knowledge and understanding of the world and aspects of their creative and physical development. However, in their mathematical development children make good progress and many reach levels above those expected for their age.
67. The curriculum is satisfactory in that it provides for all areas of learning. It is, currently, being adapted to meet the needs of the children in the Foundation Stage more appropriately. The overall planning is well organised and shows clearly what 'stepping stones' are to be achieved. However, on a weekly basis these objectives are not sufficiently detailed in order to clearly identify what the children are to learn from all the activities.
68. The outdoor curriculum is being developed. Children are encouraged to learn both indoors and out, covering all areas of learning through a sound range of planned activities. However, aspects of the Foundation Stage curriculum are too directed and controlled. There are too few opportunities for children to use resources freely in order to develop their investigative and creative skills, or to allow them to make choices for themselves.
69. The teaching is satisfactory overall and in some aspects it is good. A positive feature is that, although the curriculum is specifically planned in literacy and numeracy sessions, these are taught at a level that is appropriate for the children, and involves a variety of ways to make these sessions fun. In lessons such as mathematics, physical education, and music, children learn well because the teaching is well focused and children enjoy learning. The teachers and support staff manage the children well. They use praise and encouragement to build children's confidence. As a result, the relationships between children and adults are good. The children are keen to learn and standards of behaviour are very good. Support staff work effectively with groups and individual children, including those with special educational needs. They make a sound contribution to the children's learning, playing an important role in the satisfactory progress made by all children in the Foundation Stage.
70. Satisfactory assessment procedures are used throughout the key stage to monitor children's progress. The assessments made at the beginning of the year are thorough and are used effectively to ensure all planned work is taught at the right level for children's abilities. Children who require more support or have special educational needs are identified through this process.
71. The indoor accommodation is small and this has a bearing on children's personal and social development and in their development of independent learning, by limiting opportunities for creation of permanent areas and resources, such as a writing area, or a creative workshop.

Personal, social and emotional development

72. By the end of the reception year, children make satisfactory progress and achieve most of the Early Learning Goals in this area of learning. Through sound teaching, children are encouraged to take responsibility in the way they record their chosen activities in lessons. However, insufficient

emphasis is placed on the development of independence in children's learning. The children are not given sufficient opportunities to develop a good level of independence within the classroom and select resources in their activities. This is particularly true in creative development, and in their developing knowledge and understanding of the world.

73. All children behave well and are clear about what is expected of them throughout the sessions. They show concentration, particularly when the activities are enjoyable and fun, and where children are interested and motivated they work hard. During 'circle time', the sensitive teaching helps all children learn to be aware of their own feelings and listen to others.

Communication, language and literacy

74. The teaching of communication, language and literacy is satisfactory. By the end of the reception year, children achieve the expected levels of attainment, making sound progress overall.
75. Sound opportunities are provided to develop children's listening and spoken language, particularly when they share thoughts and ideas in 'circle time'. Role-play offers the chance for children to play and talk, as they carry out the 'washing' in the 'laundry' area.
76. Children show an interest in books, both in the print and illustrations, as they 'read' and join in with a big book called 'The Rainbow Fish', during a language session. By the end of the reception year, children make satisfactory progress in their reading and achieve average standards. Children recognise some initial sounds and familiar words. There are books available for children to read, but there is insufficient space within the present classroom arrangement to provide a comfortable seating area.
77. All children take books home on a regular basis and receive good parental support. Although the organisation for lessons is based on the 'literacy strategy' model in the reception class, it is adapted to the needs of the children and care is taken to ensure that all work is set at the right level.
78. Children practise their writing within a variety of planned activities. Although in more structured lessons, when working with the teacher, they make lists, write letters and books, there are few opportunities for children to write independently. Children learn to form letters of the alphabet correctly, however, there is an over emphasis on the use of these letter sounds in their writing, which inhibits their creative ideas. Children confidently operate the computer and tape recorder as they practise their listening and reading skills.

Mathematical development

79. By the end of the reception year most children reach levels in their mathematical development that are above those expected for children of this age. They make good progress throughout the Foundation Stage as a result of well-focused teaching. Children use everyday situations to compare numbers as they count, for example, 'how many words in a sentence?' and use mathematical language in describing position and direction successfully. The mental agility sessions for children in reception represent good progress in their understanding of numbers as they confidently count to 20. Most mathematical activities extend children's learning, but, where lesson objectives for individual activities are unclear, the assessment of children's learning does not identify precisely enough what children have learned or need to do next.

Knowledge and understanding of the world

80. Children make sound progress so that by the end of the reception year most have reached the necessary levels in the various aspects of this area of learning. They experience the richness of their surroundings, observe the weather, and, frequently, record what they see. The children notice and comment on patterns they see in bricks and undertake investigations involving sand and water. They show a good level of interest in why things happen, for example, by observing various objects as they are tested, to see whether they float or sink.

81. Overall, children have few opportunities to investigate materials creatively and independently, due to the organisation and the way in which all resources are prepared and planned. Children are not involved in the selection of resources and do not have the opportunity to try out their own ideas or the tools they may need. They are confident in making good use of computers and tape recorders, which are used effectively to support their learning. Children recall recent events in their news and during 'circle time' and talk about their birthdays as special events. All children learn about Christmas as part of their own culture and learn about the cultures of others through experiences, such as looking at different types of clothing from other cultures.

Physical development

82. Children make sound progress in their physical development and, by the end of the reception year, reach levels that are in line with those expected for children of this age. They have regular access to an outside area where they explore, run and play, controlling their wheeled toys confidently. Travelling around the hall, children use their hands and feet to make up their own rain dance. The children have the opportunity to climb and balance, using the hall apparatus, and they use the 'trim trail' in the school grounds when weather permits.
83. Children are taught to use tools, such as brushes and scissors, in teacher-led activities, but have few opportunities to use them when undertaking independent creative activities. This restricts their independent learning, as does the lack of space in the classroom when children change their clothes for physical education.

Creative development

84. The children make satisfactory progress in this area of learning so that, by the end of the reception year, they reach most of the Early Learning Goals. The exceptions to this are in the areas of creativity and exploration. There are too few creative experiences provided for children, and when these activities are planned, they are too closely directed. This is particularly true in art. Children are not exposed to sufficient resources in art, nor are they given the opportunity to experiment for themselves on a regular basis. There are insufficient opportunities for them to make, paint, and draw, or to freely try different colours or textures on both a large and small scale. Children mix colours to see what happens, and use particular colours appropriately when painting, but only as directed by their teachers. Music sessions, however, do give the children the opportunity to choose. The specialist teacher encourages children to select an appropriate instrument and explore the sound it makes. They then use this effectively to interpret a range of weather pictures.

ENGLISH

85. Results in national tests at the end of Key Stages 1 and 2 have fluctuated in recent years. At the end of Key Stage 2, test results in 2001 were close to the national average. Inspection findings indicate that standards are now securely in line with the national average. All pupils, including those with special educational needs, achieve satisfactorily in reading, speaking and listening. Achievement in writing is now good, particularly for the more able pupils. This reflects very good improvement since the last inspection when writing standards were below average. The main reasons for this improvement are:
- the school has provided effective additional support, particularly for the more able pupils;
 - the quality of teaching has improved and is now good overall, both in classrooms and in extension groups.
86. Results of the tests in 2001, at the end of Key Stage 1, were below average in both reading and writing. Inspection findings reveal a similar picture. Standards in speaking and listening and in reading are in line with national expectations and all pupils, including those with special educational needs, achieve satisfactorily. This is because the quality of teaching is satisfactory overall and teachers and support staff work hard to implement the National Literacy Strategy. However, too few pupils are currently on track to attain the higher Level 3 in writing by the end of Year 2, and the overall rate of achievement in writing is unsatisfactory. The main reasons for this are:

- both teachers in the Year 1 and 2 classes are inexperienced in the teaching of pupils of this age and are not skilled in measuring the quality of pupils' written work against nationally agreed standards. Consequently,
 - they place too little emphasis on writing and their expectations of the quality of pupils' work are too low;
 - they do not use the good systems of assessment that are in place, sufficiently, to plan the right level of work for all pupils in their class.

87. Standards in speaking and listening are in line with expectations at the end of both key stages. Throughout the school, and particularly in Key Stage 2, teachers provide opportunities for their classes to develop speaking and listening skills, both in English lessons and other subjects, either through question and answer sessions, or discussions in pairs or small groups. Where this takes place, it has a positive effect on achievement. In a Year 2 lesson, for example, a child talking about the 'Anansy' story in the 'Big Book' suggested, 'A traditional story is one that has been around for a long time.' By the end of Key Stage 1, most of the pupils listen carefully, and with understanding, and many use whole sentences when giving answers, which is in line with expectations for their age. Some express ideas through the use of short phrases, at this stage, and a few restrict answers to single words, which is below expectations. By the end of Key Stage 2, teachers expect all of their class to listen intently and respond accurately. The vast majority try very hard to supply complete answers and the spoken English of some pupils is clear, articulate and above the average standard for their age. In a very good Year 6 extension class lesson, for example, where the teacher had high expectations of the pupils' ability to express ideas clearly, one more able pupil suggested, *'The rabbit is concerned about survival here, life in the wild.'*
88. Standards in reading are in line with national expectations at the end of both key stages. Most pupils enjoy reading and are achieving satisfactorily compared to their prior attainment. The teaching of basic reading skills, combined with the contribution of support staff and parent and governor volunteers, has a positive effect on learning. Younger pupils in Year 1 recognise letter sounds and individual words. They hold their books correctly and follow the text when reading in groups with their teacher or classroom assistant. By the end of Key Stage 1, the majority read simple texts with some accuracy. The higher-attaining pupils clearly enjoy reading stories; demonstrate a good understanding of what they have read, and say what they think may happen next. A minority have difficulty in reading independently at this stage and rely on adult support. By the end of Key Stage 2, pupils with average and higher attainment read independently, fluently, and with good expression from a range of texts. When asked, they explain clearly what their book is about. One higher-attaining pupil, for example, had a very clear understanding of the style of writing used by J K Rowling and discussed the various 'settings' for her stories with some authority. Most pupils use reference books or computers competently to find information. The lower-attaining pupils have not developed the habit of reading regularly for pleasure or information, and are less independent.
89. Standards in writing are securely in line with expectations by the end of Key Stage 2, reflecting the good progress that the school is now making in stabilising and improving standards. Pupils achieve well because teachers organise classes into groups and provide work, which is matched well to their needs. Standards in Key Stage 1 are below average and the rate of progress for pupils of all abilities is unsatisfactory because insufficient emphasis is placed on the development of pupils' writing skills. Teachers plan additional lessons for extended writing, but there are too few opportunities to develop these skills further in other English lessons, or through teaching in other subjects. From Year 1 onwards, teachers make pupils aware that writing conveys meaning to themselves and to other readers. By the end of Key Stage 1, more able pupils write for a range of audiences and in different forms. For example, they write about favourite stories, such as 'The Three Bears', or about their personal experiences, spelling common words correctly, and remembering to put full stops and capital letters in the right place, as in, *'I like the smell of growing flowers. I like the feel of my Nanny's dog playing with me.'*
90. Less able pupils at this stage need help from adults to build simple sentences. They are gaining better control of a pencil, although the quality of handwriting is often weak. Pupils begin to achieve well from Year 3 onwards. Teachers throughout Key Stage 2 provide a number of opportunities to

write for a range of different reasons and audiences. In Year 4, for example, they write to pen friends in West Bromwich and, in Year 5, they write in detail about their visit to The National Gallery. Poetry writing makes a good contribution to the development of writing skills both in extension and classroom lessons. The more able pupils write imaginatively and expressively using an increasingly wide vocabulary. One pupil, for example, in a piece called, *'The Hurricane'*, wrote:

*'Yesterday, I ripped houses from their foundations
And vomited the parts I couldn't gobble up.'*

91. A less able pupil, writing in the style of an official document (*the last Will and Testament of Piglet in 'Pooh Bear'*) uses less complex language, but is achieving well in relation to her prior attainment:

'I, Piglet, will give my pogo stick to Tigger. I will give my pen and ink to Owl. I will give my photos to Christopher Robin.'

92. By the end of Key Stage 2, most of the pupils attempt to divide their longer pieces of work into paragraphs and many use speech marks correctly. Standards in handwriting are satisfactory overall.

93. The quality of teaching is good, overall. It is satisfactory in Key Stage 1 and good in Key Stage 2. The main strengths are:

- the generally high expectations that teachers have of their pupils that they should work hard. This results in pupils' good attitudes to the subject;
- the organisation and quality of support provided for pupils of different abilities, particularly more able pupils in Key Stage 2;
- very thorough marking of pupils' work, which helps them to improve;
- good use of information and communication technology for application and development of pupils' literacy skills.

94. In the good lessons that reflect many of these strengths, the quality of pupils' learning is also good. The pupils make great efforts to improve and, therefore, gain skills rapidly. They sustain concentration, produce a substantial amount of good quality work and have a keen awareness of how well they are doing. The main reasons for the less successful teaching are that:

- teachers' management of their class is inconsistent, so that pupils are not clear about what is expected of them and do not put in as much effort as they should;
- the work which teachers provide is either too easy or too difficult for different groups and leads to lack of concentration and occasionally poor behaviour.

95. Teachers throughout the school make good use of the school's attractive library area to develop reference skills to a reasonable level and as an area where pupils can read books quietly with volunteer helpers. In Year 6, pupils regularly take responsibility for managing the computerised borrowing system. Teachers also make good use of regular class and school drama productions as a vehicle for developing pupils' literacy skills. There are good systems for assessment in place and teachers use these to set group and individual targets for improvement. This practice could be further improved by linking targets more closely with their appropriate National Curriculum levels of attainment.

96. The good leadership of the coordinator has placed the school in a strong position to improve standards further. The main area for development is to improve the quality of teaching and learning in Key Stage 1, by working alongside the teachers in those classes and sharing the good practices already in place in Key Stage 2.

MATHEMATICS

97. In the 2001 national tests at the end of Key Stage 1, the school's results were well below average when compared with schools nationally and very low in comparison with similar schools. Only one pupil achieved the higher Level 3, compared with just over one quarter of pupils nationally. At the

end of Key Stage 2, test results compared slightly better, despite the significant number of pupils with specific learning difficulties in mathematics. The results overall were below national averages and well below the average for similar schools. The percentages achieving the higher Level 5 were below average. However, the school did achieve their percentage of pupils achieving Level 4, or above; a target that was based on how well pupils had done in annual tests as they progressed through Key Stage 2. At both key stages, pupils' performance in the national tests has shown significant annual fluctuations during the last five years, but standards are now stabilising and showing improvement overall by the end of both key stages. Pupils from Years 3 to 6 are now achieving at least the expectations for their ages and, increasingly, more pupils in these years are starting to achieve above expectations. This is due to very good teaching. Standards are now back at the average levels that they were at when the last inspection took place, after a series of years of much lower standards.

98. Standards at the end of Key Stage 1 are average overall, with a small group of more able pupils achieving above-average levels. Less able pupils are well below average and have significant learning difficulties in mathematics. The more able pupils, and those of average ability, have a secure knowledge and understanding of numbers to 100. This enables them, for example, to count accurately in twos to 20, and tens to 100, to total correctly up to three two-digit numbers, and to double mentally numbers to 15. More able pupils count rapidly in fives to 100, and explain the pattern in terms of changes occurring in tens and units columns. Less able pupils are unsure of numbers beyond 20 and have difficulty with the basic strategy of using fingers to, for example, count on four from five. Most pupils apply what they know satisfactorily to practical situations, such as working with money and estimating and measuring time and length. More able pupils are solving simple real-life number problems, by identifying correctly the need for an addition or subtraction calculation. Pupils of all abilities achieve satisfactorily in relation to what they have done in the past. There are two particular areas for development. First, more pupils are capable of achieving the higher Level 3 than are currently predicted and more demanding work can be set for several in the average-ability group. Second, the weaknesses in basic skills of less able pupils need to be addressed through identification of very specific targets for step-by-step improvement.
99. The majority of pupils currently in Year 6 are in line to achieve at least average standards by the end of the year, with a quarter of the class achieving levels above average. Most pupils work confidently with addition, subtraction, and multiplication, involving numbers to 1000, although their knowledge of division is generally less secure. A significant strength in pupils of all abilities is their good knowledge of fractions that enables them to convert from one form to another, express as decimals or percentages, and perform addition and subtraction calculations. The least able pupils correctly rank, in order of size, fractions up to three places of decimals. Pupils know how to collect data, use a tally chart, and construct a pictogram, block, or line graph, to show results. These skills are developed well through mathematical investigations and, in addition, pupils make very good use of information and communication technology for graphs and data handling. Computer-based work, such as spreadsheets, is used successfully to aid solution of real-life problems such as calculation of electricity bills. Problem solving, having been a weakness in the past, has had particular emphasis in the last year and is now becoming a strength in many year groups. In Year 6, pupils identify correctly the type of calculations required and generally arrive at the right answers. Errors, where they occur, are frequently caused by pupils' untidiness in setting out their work. The standard of presentation is a general weakness throughout the school.
100. Compared with what they have achieved in the past, many pupils at Key Stage 2 are now showing good rates of progress. This is primarily due to the quality of teaching, but also to the creation of extension groups for more able pupils who are taught separately for two lessons a week. Clear medium-term targets are set for different groups in all classes, and the most progress in a single lesson occurs when, as in Year 4, a lesson is planned with activities that focus very specifically on each group's target. In Year 3, pupils have already made exceptional progress since the standards that they achieved in the national tests, in 2001, when they were in Year 2. From well below average then, they are already achieving Year 3 objectives across many aspects of the subject. When working with a programmable floor robot, they describe quarter turns as right angles and know that this is 90 degrees. They identify correctly the lines of symmetry in shapes, write numbers to 1000, know sufficient multiplication facts to show all ways of making 24 and 36. The more able pupils in all classes between Years 3 to 6 rise to the challenge of extension work,

showing enthusiasm and determination to succeed. They use mathematical vocabulary confidently and correctly to explain their working methods.

101. The overall quality of teaching and learning is satisfactory in Key Stage 1 and very good in Key Stage 2. Teachers in Key Stage 1 plan different activities in order to meet the varying needs of different groups of pupils, but the match is not always accurate enough. This results in work that is sometimes too easy for the more able pupils or too difficult for those who are less able. The latter are, thus, very dependent on additional support if they are to progress satisfactorily. At Key Stage 2, the better match between learning activities and pupils' abilities enables all to progress very well in lessons and over time. Good liaison between class teachers and support staff, and the extension group teachers, ensures that teaching approaches are consistent, and pupils make equal progress.
102. The strengths in teaching at Key Stage 2 were exemplified in a lesson in Year 6 on the reflection of shapes. The teacher explained work very clearly and minimised confusion. His control was calm but firm. He targeted questioning very accurately at pupils of all abilities and provided challenge for the more able. In response, pupils were excited by the prospect of hard work and persevered until they got their work right. The less able pupils succeeded because the work was pitched at exactly the right level and they had excellent support from the class teacher. The classroom assistant, although new to the role, offered good quality support to other groups and the room was a hive of activity. The lesson was brought to an imaginative conclusion when the teacher demonstrated the use of a computer program as a method of checking if predicted changes in reflected shapes were correct. The teacher's insistence on the vocabulary to be used resulted in pupils offering clear explanations of their discoveries in terms of planes or lines of symmetry, and the more able pupils explained the meaning of quadrants, co-ordinates and translation.
103. Teachers throughout the school are very confident with the National Numeracy Strategy. Mental calculation work forms a purposeful start to lessons and motivates pupils well. Occasionally, the pace of introductions to Key Stage 1 lessons is a little too leisurely. By contrast, sessions at the end of lessons are used purposefully to assess individual pupils' levels of understanding. The language of mathematics is promoted well and, in return, pupils answer questions in an informed way. Teachers demonstrate very skilful management of pupils and lessons are purposeful and productive. Formal assessment is used well to identify new targets for pupils and marking is generally very informative for pupils, confirming their successes, offering further challenge and correcting errors through good guidance on what needs attention. However, marking rarely refers to the presentation by pupils of their work, and scrutiny of work completed by pupils so far this year suggests that teachers are too tolerant of untidy presentation.
104. The new coordinator has a clear understanding of strengths and weaknesses within the provision of the subject and has a total commitment towards raising standards. She is already providing good subject leadership. Pupils' performance in the national tests is analysed thoroughly and numerous on-going checks are carried out to assess pupils' rate of progress. In order to address the weaknesses that such analyses highlight, action is taken quickly and is very effective. Thus, in response to poor results in the National Curriculum tests at the end of Year 2, a computer-based mathematical program is used for pupils in Year 3 to reinforce basic number skills. This is having good impact on standards. Similarly, the coordinator's analysis of the answers given by pupils in Year 5, in optional national tests, indicated weaknesses in their understanding of fractions. This has been targeted in Year 6 and has quickly become a strength. The school makes good provision for the few gifted pupils. This retains their inclusion within the extension group for their year with additional, appropriate learning activities set as homework. As a consequence, such pupils experience learning opportunities that are suitably challenging while maintaining normal social contact and relationships with their classmates. The coordinator has clear plans for the future monitoring of subject provision and identifies the need to focus on pupils currently slightly below average, by checking that teachers' targets for them are appropriate, and interviewing pupils to evaluate their understanding. Additionally, this monitoring will also evaluate the planning and provision of learning in problem solving. These priorities are absolutely right for the next stage in the subject's development.

SCIENCE

105. Standards in science at the end of both key stages are in line with those expected nationally, as they were at the time of the previous inspection. However, within this overall picture, pupils show inconsistent knowledge in Key Stage 1 and improved skills of scientific enquiry in Key Stage 2. Looking at pupils' work, and talking to them, indicates that the recent staff changes in Key Stage 1 have resulted in a need for specific training for teachers to ensure that all aspects of the curriculum are taught at the appropriate level. Teachers trained recently have now left the school, and there are no portfolios of levelled work to guide existing teachers in their understanding of the standards that can be achieved.
106. Pupils in Key Stage 2 are well informed in the area of scientific enquiry, but work in their books is frequently incomplete. Pupils in Year 6 describe experiments they have carried out, knowing the purpose and explaining the result. Groups of pupils are challenged to choose their own resources and set up their own experiments in order to answer a question put by the teacher. The good subject leadership and improved teaching is having a positive effect in Key Stage 2 with some pupils likely to achieve the higher Level 5.
107. In Key Stage 1 pupils' knowledge and understanding of the required range of topics is variable. Whilst it is satisfactory overall, there are gaps in pupils' knowledge by the end of the key stage. As an example of these inconsistencies in pupils' knowledge, in conversation, pupils in Year 2 have a good grasp of materials and their properties, but they are unable to explain the most basic elements of work in 'life processes'.
108. Pupils with special educational needs, as well as lower-attaining pupils, make satisfactory progress overall. The work they are asked to do usually offers a suitable challenge and they are appropriately supported by both teaching and non-teaching staff.
109. The teaching of science is sound overall. It ranges from unsatisfactory to good in Key Stage 1. In Key Stage 2, teaching is always good with examples of very good teaching throughout the year groups. In the better lessons in Key Stage 1 good questions are asked during investigations such as, 'Which house will blow down?' in order to promote pupil's thinking in scientific terms. In an unsatisfactory lesson in Key Stage 1, too much time was spent in explanations, resulting in some pupils becoming disruptive, and others confused, due to the lack of clarity in the explanation of what is to be learned in the lesson. Lesson planning was more appropriate to older pupils and not in clear achievable steps relating to the programmes of study. Most teachers use accurate scientific vocabulary and encourage pupils to do the same. In most classes, relationships are good and teachers manage pupils well, having high expectations of behaviour, particularly in Key Stage 2. Planning is thorough, overall, but weekly planning does not provide sufficient opportunities for evaluating pupils' achievements. Throughout both key stages teachers provide pupils with good opportunities to discuss problems and challenges, in pairs or small groups, so that all pupils are involved. Insufficient use is made of the skills pupils learn in literacy or of the practical applications of numeracy, especially in the presentation of results. At Key Stage 1, this is due to teachers' expectations of what pupils can achieve not being high enough. At Key Stage 2, there is frequently insufficient time allowed in lessons for pupils to record their results and evaluate them at the end of a lesson. There is, however, satisfactory use of information and communication technology for creation of graphs and charts to illustrate the results of investigations.
110. Pupils are positive about science and enjoy the subject. They are enthusiastic when observing or taking part in scientific enquiry. Most pupils behave well, pay attention and listen sensibly, especially when lessons are well prepared and thought through.
111. The coordinator acts as a good role model and provides good leadership, but due to the high turnover of staff, training and monitoring this is still to have a positive effect in Key Stage 1. He has been effective in raising standards, together with teachers' confidence in scientific enquiry, particularly in Key Stage 2. The monitoring of the quality of pupils' experiences, both through looking at books and teachers' planning, is to be reviewed and the coordinator plans to support those teachers most recently in new year groups, mainly in Key Stage 1. The tenacity and very good subject knowledge of the coordinator has played an important part in the improvement in

standards in science at Key Stage 2. The classroom resources for science are satisfactory, however, the extensive resources within the school grounds enhance and extend the learning opportunities in science very successfully.

ART AND DESIGN

112. Standards of attainment, as at the time of the last inspection, are in line with expectations at the end of both key stages and all pupils, including those with special educational needs, achieve satisfactorily. Two lessons were seen during the inspection, both of which were in Key Stage 2. Judgements are based on those observations, plus evidence gained from the work on display, or photographs and discussions with teachers and pupils. These indicate that the quality of teaching in Key Stage 2 is good and that teachers in Key Stage 1 have a satisfactory grasp of the requirements for planning and teaching art and design.
113. In Key Stage 1, there are examples of pupils' response to a variety of ideas involving techniques, such as printing to create 'under the sea' pictures. By the end of Key Stage 1, pupils use drawing skills competently to sketch pictures of vegetables that have been sliced in half. They go on to successfully create three-dimensional representations of these using coloured felt and basic embroidery stitching. A computer graphics program has been used well by pupils in Year 2 to create pictures in the style of Jackson Pollock.
114. In Key Stage 2, teaching provides pupils with a widening of activities through which to develop skills using different media, for example, by copying the natural patterns that they find in the school environment. Teachers also plan regular opportunities for their classes to look closely at the work of famous artists, either on visits to galleries, or in school, and appraise the quality of their work or emulate their techniques. By the end of the key stage, many pupils paint portraits of their classmates, creating accurate skin tones and capturing facial expression. Technical skills, although satisfactory overall, are variable. This was clearly evident in the two lessons seen, one in Year 4 and the other in Year 6. The quality of teaching was at least good in both instances and reflected good planning and subject knowledge. Pupils in both cases responded with enthusiasm and good levels of cooperation and achieved well. The variation in standards, particularly in the use of paint, is due to the fact that there have been some gaps in the curriculum in recent years. This is because:
- there have been numerous changes in staffing;
 - there is no appointed coordinator for the subject.
115. Despite the lack of permanent leadership, the headteacher has ensured that the school has maintained a balanced, varied and interesting curriculum overall. In order to raise standards and improve pupils' rate of achievement, the main area for development is to appoint a coordinator who could:
- monitor planning, teaching and learning to ensure that pupils steadily develop skills, step by step, as they grow older;
 - develop the use of sketchbooks to help pupils to practise and improve specific skills;
 - continue to develop a portfolio of moderated pieces of work against which teachers can measure pupils' progress.

DESIGN AND TECHNOLOGY

116. The school has maintained the standards reported in the last inspection. Standards of attainment are in line with expectations in both key stages and all pupils, including those with special educational needs, are achieving satisfactorily. Two lessons were observed during the inspection. Judgements are based on the lessons seen, plus evidence from pupils' previous work and discussions with teachers and pupils. These indicate that teachers throughout the school have at least a satisfactory grasp of the requirements for teaching the subject.
117. Teachers plan opportunities for pupils in Key Stage 1 to examine hinged mechanisms in order to make, for example, treasure chests that open and close successfully. They go on to design wheeled vehicles, choosing one of several ways to attach the axle and wheels to the chassis. At this stage, the majority of pupils are beginning to appreciate the need to plan and evaluate their

work. In Key Stage 2, the evaluation and adjustment of designs takes on greater significance and the range of products becomes increasingly challenging. Pupils in Year 3 examine a range of picture and photograph frames before designing and making their own. Food technology features prominently in the curriculum. In Year 5, for example, pupils test a variety of apples before using a type of their choice to make a dessert. By the end of key Stage 2, pupils have had experience of using a camshaft mechanism to operate a moving toy and evaluating and making reliable structures. Many show good imagination and resourcefulness in their designs, although they sometimes lack the skills to construct models so that they will work reliably and consistently. This was seen in a very good Year 6 lesson, where the pupils were building shelters, some of the designs for which reflected standards above expectations for their age. Some assembled these well using dovetail clips, art straws and card, whilst those who needed to cut and join pieces of wood had difficulty in doing so. The whole class had very good attitudes to the subject, reflecting the quality of teaching.

118. The recently appointed coordinator leads the subject well because she ensures that teachers continue to plan suitable and interesting activities throughout the school, despite regular changes in staffing. In order to raise standards further and accelerate learning, the main areas for development are:
- to develop a portfolio of examples of work, moderated against nationally agreed standards, along with a suitable system for assessing pupils' progress;
 - to ensure that older pupils have opportunities to work with more sophisticated tools, equipment and control technology.

GEOGRAPHY

119. Standards in geography are very similar to those found at the time of the previous inspection. Attainment is in line with expectations at the end of both key stages. Pupils' progress is satisfactory overall, but in the two lessons seen, pupils made unsatisfactory progress in Year 2 and satisfactory progress in Year 5. Judgements are based on the two lessons seen, as well as looking at pupils' work, teachers' planning, and discussions with both pupils and teachers.
120. In geography, pupils in Year 1 are establishing satisfactory early geographical skills and knowledge in local studies and are using links with other subjects, such as design and technology, and science to enrich the curriculum. In discussion with pupils at the end of the key stage, there is little evidence of their previous learning. They are aware of their own environment, explaining that, *'it is very peaceful'*, but a limited amount of evidence in books shows that pupils in Year 2 have studied the imaginary Isle of Struay but have not made links in geographical terms.
121. Pupils in Key Stage 2 are developing sound geographical knowledge in their understanding of the main aspects of their own environment. They recognise features of the local area and relate them to photographs and local maps. Older pupils recognise other features, using plans and understanding the use of a key to identify them. By Year 6, pupils recognise some differences between features of Kenya and the British Isles and use the Internet to search for information. Pupils are developing a sound understanding of what effect different influences can have on an environment. Pupils with special educational needs are fully included in lessons.
122. Teaching is satisfactory overall, but in Year 2 there is insufficient consolidation of skills and knowledge. Geography is taught in separate units of work. However, the teaching of continuous units, such as 'Where in the world?', for Key Stage 2, would serve to focus pupils' attention in geographical terms, even when geography is not being taught as such.
123. Most teachers allow time for pupils to talk about their views and offer opinions as they 'brainstorm' and share ideas with a partner. However, pupils are sometimes given insufficient time to complete tasks in lessons.
124. There are some positive links with literacy, especially in Year 1. Throughout the school, opportunities are provided for speaking and listening, but writing is not given sufficient priority in lessons. This is also clear from looking at pupils' past work, which indicates that writing is not used

regularly to record the results of a lesson. Information and communication technology supports pupils' learning in geography satisfactorily.

125. Resources are adequate at present. However, the school has identified that, as the new scheme of work develops, there will be a need to increase the present resources. A good range of visits is arranged annually and pupils benefit from links with science in studies involving the stimulating environment around the school. The leadership is good. Although having been in post for only a short time, the subject manager fully recognises the needs of the subject and has the capacity to implement the necessary changes.

HISTORY

126. During the inspection, two lessons were observed, one in Year 1 and the other in Year 5 and, in both, the standards pupils attained met expectations and the quality of teaching was satisfactory. Judgements are based on the lessons seen, plus evidence from pupils' previous work and discussions with teachers and pupils. Standards of attainment are in line with those expected nationally at the end of both key stages, and all pupils, including those with special educational needs, are achieving satisfactorily. The school has maintained the standards reported in the previous inspection.
127. Pupils in Years 1 and 2 are introduced to the subject through stories that help them develop concepts of time and place. Initially, they develop an understanding of the changes that have taken place in their own and other people's lives over the recent past. In Year 1, they achieve this by examining changes in toys and homes since 'the olden days' and build up a simple time line. By the end of Key Stage 1, most pupils are familiar with the famous stories from their English heritage, such as the Gunpowder Plot and the Great Fire of London. More able pupils write accurately about the details of the Great Fire, from the point of view of an onlooker, whilst less able pupils sequence the events of the story in pictures.
128. From Year 3 onwards, pupils gather evidence on how people lived during various periods of history by looking at books, using computers, and continuing to visit places of historical interest. By the end of the key stage, they have an understanding of some major historical events and of chronology, making use of a variety of sources to seek information. Some of the history recording in Key Stage 2 is enhanced by lively and interesting writing, which makes a good contribution to the development of pupils' literacy skills. Scrutiny of pupils' work indicates that most teachers are taking the right approach to the subject, in that they encourage their classes to reach conclusions on the basis of the evidence placed before them. In Year 6, for example, they write a 'fact file' on the objects that have survived from the time of the Ancient Egyptians based on artefacts they have studied. More able pupils go on to produce a 'D.I.Y. Guide to Mummification' whilst lower attainers write less complex accounts of, for example, their visit to Highclere Castle.
129. The coordinator has recently taken over responsibility for the subject and is providing good leadership. She has consolidated the existing scheme and has established a firm basis for raising standards. The main strengths in the subject are:
- the very good variety and use of visitors to the school and visits to places of interest to enhance teaching and learning;
 - the use of computer software to develop pupils' research skills;
 - the use of extended writing to develop pupils' recording and literacy skills.
130. In order to raise standards and accelerate achievement, the main area for future development is to develop a portfolio of pupils' work, moderated against nationally agreed standards and use this as a guide for teachers to measure their pupils' progress towards the next level of attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Good improvement has been achieved since the last inspection when standards were below expectations and the use of the subject to aid learning in other subjects was under-developed. Pupils' standards have risen and are now meeting expectations at the end of both key stages.

Although there is a strong focus on pupils acquiring essential skills, there are now good opportunities for them to use these skills to develop their learning in other subjects. Resources have been improved, to the extent that finance permits, and they are arranged and used very efficiently. These good developments in the subject are managed by a coordinator who is providing very good leadership.

132. By the end of Key Stage 1, basic computing skills are well established. In Year 2, pupils explain keyboard functions clearly and save and print work confidently. They understand the different features of word-processing and graphics programs. Using the latter develops pupils' skills in controlling the mouse, and they produce artwork of good quality, such as the pictures in the style of Jackson Pollock. By Year 3, pupils combine text and graphics successfully in producing birthday cards of their own design. By the end of Key Stage 2, pupils work skilfully with text and graphics that they have downloaded from Internet web sites, carrying out functions such as the re-sizing of images. Pupils' word-processing skills develop systematically through learning activities that support pupils' learning in other subjects as well as English. From short pieces of writing in Year 2 that reinforce the use of punctuation well, pupils progress to very extended writing in Year 5 on geographical features of the local area. Learning in mathematics is extended very successfully, through recording of data and production of bar charts at regular intervals and, throughout Key Stage 2, by a commercial learning programme. Pupils explain their work confidently and older pupils describe correctly the series of instructions and functions that they enter into a computer in order to create a spreadsheet model for calculations. Thus, pupils in Year 5 successfully create a formula for working out expenses to be incurred when they go on a residential visit later this year.
133. The breadth and balance of pupils' knowledge and understanding is the result of a very well developed curriculum. This has two strands. First, there is a scheme of work for the development of basic skills and knowledge and this is supplemented very well by the planned use of information and communication technology in other subjects. Second, teachers thus have clear long-term plans for the information and communication technology skills to be covered each term, and the subjects where information and communication technology is expected to be part of pupils' experience.
134. Although no direct teaching by class teachers was observed during the inspection, there are many indicators that teaching and learning are good at both key stages. Teachers use time efficiently by introducing and demonstrating the week's tasks to the whole class. The planning of these short sessions indicates that teachers have good subject knowledge, which is being extended still further by ongoing training led by the subject coordinator. Teachers have a good understanding of the levels at which their pupils should be working. When working at the task, in pairs or small groups, pupils respond well to the independence and work conscientiously. Many group sessions are supervised by support staff, parent-volunteers or the newly appointed information and communication technology assistant. Teachers brief supporting personnel thoroughly. Pupils show good levels of respect to the adults with whom they work. Attention and co-operation are strong features of positive attitudes shown by all pupils, and these have a very positive effect on the rate and quality of their learning.
135. The coordinator provides very good leadership of the subject. His own good subject expertise is being used well in the role of training provider for colleagues. He monitors teachers' planning regularly and uses this well to identify areas for development. The next stage in monitoring is aimed at evaluating the effectiveness of the cross-curricular work. There is good assessment of pupils' learning by recording pupils' achievement of key objectives at the end of each unit of work. Teachers now need to extend assessment to the recording of the National Curriculum level of pupils' work. A portfolio of samples of pupils' work is needed to serve as a resource for monitoring standards, as well as providing a benchmarking reference to help other teachers understand the levels that their pupils should be working towards. Parents have had a very good opportunity to learn about their children's experiences at a workshop for parents and children that was attended by nearly 40 families.

MUSIC

136. Standards of attainment in music are in line with national by the end of both key stages, which represents an improvement in Key Stage 1 from the time of the last inspection, when standards were below average. A number of changes have taken place since the last inspection. The class teachers are no longer responsible for the teaching of music, and the school employs two specialist teachers to teach music in both key stages. This, together with a good range of instrumental tuition, extra-curricular music and the appointment of a coordinator has raised standards in Key Stage 1.
137. The range of instrumental tuition is good. Recorder groups, band and choir all have a positive impact and help to maintain standards in Key Stage 2. The school provides good opportunities for pupils to perform, both in the school and in the local community.
138. Only two lessons were seen in Key Stage 2. Both were taught by specialist music teachers, whose expertise is bought in by the school. Talking to pupils at the end of Key Stage 1, it is clear that they know an adequate range of songs and rhymes. Most know the names of familiar instruments and understand how mood is used when listening to music, such as 'gentle' for a lullaby and 'loud' for marching music. By the end of Key Stage 2, pupils have developed a sound understanding of rhythm and pulse. They perform African music in their interpretation of African names using tuned and untuned instruments.
139. Pupils' singing overall is unsatisfactory. This has been recognised by the school and details for improvement are included in the school improvement plan. Whether performing as a whole school, key stage, or class, the singing lacks volume, joy and enthusiasm.
140. The quality of teaching is satisfactory overall, with more pace and enthusiasm evident in upper Key Stage 2. There is a good level of knowledge and understanding, and this is effectively transmitted to the pupils. Activities are planned well and all the pupils are fully involved and encouraged to respond individually. They choose different percussion instruments to play and explore the sounds they make. There is a good balance between challenge and encouragement. As a result, pupils make good progress in upper Key Stage 2.
141. Relationships are good, and pupils' response and behaviour meets the teacher's expectations. In both lessons seen, all pupils are involved in playing musical instruments (glockenspiels and untuned percussion) at the teacher's direction. They do this accurately and with confidence, improving their performing skills through repeated practice. Pupils, including those with special educational needs, make good progress in these areas of learning. Conversation with older pupils indicates sound knowledge in their musical experience and understanding. There are opportunities for them to listen to music of different styles and cultures and respond to these, for example, through writing or dance.
142. The coordinator provides sound leadership. There are good instrumental resources, although those for using information technology within music need developing.

PHYSICAL EDUCATION

143. This inspection included observations of gymnastics in Year 2, and games, gymnastics and dance in Key Stage 2. Standards of performance exceeded expectations in Year 2, which is an improvement on the last inspection. Standards have been maintained at the end of Key Stage 2, where they match expectations, but work in Year 3 is above expectations in dance. There is good provision of extra-curricular activities that encourages participation in a wide variety of sports, although the school is in an area where opportunities for inter-school competitions are limited.
144. Standards in gymnastics exceed expectations in Year 2 due to pupils' good ability at performing with a smooth flow in their movement when they link actions together to perform sequences. Gymnastic apparatus is moved safely and co-operatively and ideas practised on the floor are adapted and extended successfully when transferred to the apparatus. Pupils jump confidently from apparatus and their landing technique is generally good. In games, pupils in Year 6 show

satisfactory individual technique when performing throwing, catching and bouncing actions. They throw accurately to partners. Although pupils were not observed swimming, teachers' records indicate that national standards are reached, with most pupils achieving at least the requirement to swim 25 metres competently and confidently. In all areas of activity, pupils with special educational needs are integrated fully into lessons and achieve similar standards to their classmates. All pupils have a good knowledge and understanding of the effects of exercise on the body, as a result of the good attention that teachers pay to this in all lessons.

145. The overall quality of teaching and learning is very good in Year 2 and, although satisfactory overall at Key Stage 2, the teaching of dance in Year 3 is excellent. Lessons are planned thoroughly and teachers pay good attention to health and safety factors. The best teaching incorporates good use of selected pupils to demonstrate specific actions that reinforce key features of what is to be learned. The pupils observing these demonstrations are encouraged to look out for particular features or evaluate what is particularly good about what they are watching. The good gymnastics teaching of pupils in Year 2 incorporated a good range of learning activities that built well on earlier learning. Teachers' levels of subject knowledge are variable. It is highest in Year 3, where a dance lesson, in which pupils interpreted a theme of 'machines', resulted in the teacher's expertise enabling pupils to make significant progress in the lesson. The teacher skilfully provided a balance of opportunities for pupils to plan, perform and evaluate. Building on pupils' own ideas, the teacher helped pupils to improve the range and quality of their performance, both individually and in pairs, culminating in sequences carried out with a partner, of three distinct machine-like movements, performed to a simple, very appropriate percussion accompaniment.
146. The new coordinator provides sound leadership and management based on her good level of subject expertise. She is quickly gaining a good understanding of the subject's strengths and weaknesses, and has established clear priorities for its development. There is a good time allocation for the subject that achieves the recommendation of two hours per week. The curriculum includes a good range of learning opportunities in outdoor and adventurous activities that make good use of the school grounds. The curriculum is enhanced further by a good range of extra-curricular activities, several of which are run by parents, and all clubs are for mixed-gender groups.

RELIGIOUS EDUCATION

147. There has been satisfactory improvement in the subject since the time of the previous inspection. As a result of monitoring, there is now more detail in the scheme of work linked to the locally agreed syllabus. While standards of attainment remain similar to those expected from pupils at the end of both key stages, there is rather more emphasis on their personal and social education. As a result, not all year groups are recording their work on religious education sufficiently. However, when talking to pupils in Year 2, and especially to those in Year 6, there are very few gaps in their knowledge. Pupils with special educational needs make satisfactory progress, as teachers are careful to make sure everyone is included.
148. In Year 2, pupils show a sound understanding of the Christian and Jewish faith, being aware of the importance of prayer and the rules that matter in people's lives. They know that the Bible and the Torah are books that are special to the different religions, and they know some Bible stories. In Key Stage 2, pupils are encouraged to consider their attitude to their lives and compare this with Christian teaching. While there is an appropriate focus on Christianity, the study of different faiths also supports pupils' knowledge and appreciation of other cultures. This is further enhanced by a planned programme of visits to different places of worship, although at the moment these are mainly Christian. These opportunities play an important part in giving pupils a solid grounding in spiritual, moral, social and cultural understanding. The school's approach to religious education is based firmly on the values of tolerance and understanding.
149. Pupils' attitudes to the subject are generally good, reflecting the way religious education is taught. They show a positive approach and a genuine interest. The quality of teaching seen was sound, and good in Year 6. The good relationships between teachers and pupils, as well as pupils themselves, underpin the good quality of discussion and the sensible and informed opinions offered. Most teachers have high expectations of pupils' attitudes and response, which are usually met. The same cannot always be said of pupils' written work, where little is produced. While it is

understood that in this subject much work will be verbal, pupils' books show a considerable variation in the amount of written recording expected by teachers. There is little evidence of pupils using study skills or making independent investigations.

150. The subject coordinator is knowledgeable and well informed, and is working hard to improve the quality of learning. She audits the subject, seeking teachers' views, which is an improvement from the previous inspection when no monitoring took place. However, there is still a need to ensure that all pupils have the opportunity to study all areas of religion, as well as exploring their feelings. There is still no system of assessment in place to check pupils' knowledge and understanding, other than informally in lessons, although plans are in hand for this.