

INSPECTION REPORT

HOLY TRINITY CE PRIMARY SCHOOL

Sunningdale, Ascot

LEA area: Windsor and Maidenhead

Unique reference number: 110018

Headteacher: Mrs B Ditcham

Reporting inspector: Mr C Parker
11897

Dates of inspection: 28th February – 2nd March 2000

Inspection number: 197138

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Church Road Sunningdale Berkshire
Postcode:	SL5 0NJ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Peter Lewis (acting chair of governors Richard Pelly)
Date of previous inspection:	21st May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr C Parker	Registered inspector	Information technology	The school's results and achievements
		Design and technology	How well are pupils taught?
		Physical education	How well is the school led and managed?
Mr A B Anderson	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs M Powell	Team inspector	English	
		Music	
		Art	
		Under fives	
Mr J Collins	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Science	
		History	
		Geography	
		Special educational needs	

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holy Trinity is a Church of England aided primary school for pupils from four to eleven years of age. It is of average size with 204 pupils on roll. The school is very popular and over subscribed. A third of the pupils travel from outside its designated area. They come from mixed social backgrounds, but are from very supportive homes. Fewer pupils than usual take free school meals. Almost all pupils speak English as their first language, and their attainment on entry to the school is above average. The proportion of pupils on the special needs register is similar to the average.

HOW GOOD THE SCHOOL IS

The school provides an effective education for its pupils. The teaching is good overall and particularly strong in Key Stage 2. As a result, standards are above average in mathematics and science and well above average in English by the time the pupils leave the school. The school is well led and managed and gives good value for money.

What the school does well

- Standards are above average in mathematics and science and well above average in English at the end of Key Stage 2.
- The teaching is good overall; it is particularly good in Key Stage 2.
- The pupils on the special educational needs register are well supported and make good progress.
- The provision for the spiritual, moral, social and cultural development of the pupils is very strong. Consequently, their attitudes, behaviour and personal development are very good.
- The school cares for the pupils very effectively.
- The headteacher provides clear direction for the school with the very effective support of the governing body.

What could be improved

- Standards, particularly in writing, are not as high as they should be at the end of Key Stage 1.
- The co-ordinators are not systematically checking the standards of the pupils' work in all subjects.
- The situation outside the school gates presents a potential danger to pupils when they arrive at and leave the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in May 1996, it has taken considerable steps forward. The school improvement plan is well organised and clearly focussed on an appropriate range of development activities that are effectively monitored and evaluated.

The role of the co-ordinators is now well defined. They are effectively managing the curriculum, but are not yet systematically monitoring the standards of the pupils' work. Standards in art and design technology have improved as a result of a wide range of development activity and staff training.

Most lessons in English and mathematics are carefully modified for different ability groups and the higher attaining pupils are well challenged in Key Stage 2. Taken overall there has been a considerable improvement in the quality of the teaching since the school was last inspected. As a result, standards in Key Stage 2 have risen considerably. However, at the end of Key Stage 1 the standard of writing remains a weakness.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in the National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	A	A
Mathematics	A	A	B	B
Science	A	A	A	A

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

The table shows that the results of National Curriculum tests for eleven-year-olds are consistently above the national average and often well above average. The results also compare very favourably with similar schools. The inspection findings show that standards in mathematics and science are above average and well above average in English.

At the end of Key Stage 1, the results of tests and assessments and the inspection findings show the pupils' speaking and listening and reading to be above average. However, standards in writing are below average and well below the average of similar schools. Although the results of last year's were below average, the inspection findings indicate that this year they are in line with the average.

Standards in information technology are satisfactory, but the pupils are not making full use of the technology across the curriculum. The quality of the pupils' work in the other subjects of the curriculum meets expectations and in some areas, for example in aspects of art, music and design technology, some of the pupils' work is better than that expected for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	In most lessons the pupils concentrate on their work and display very positive attitudes to learning. They are eager to join in and contribute thoughtfully to lessons.
Behaviour, in and out of classrooms	The pupils' behaviour is generally very good. A very small number of boys who display challenging behaviour are well managed by the teachers and support assistants.
Personal development and relationships	Relationships within the school are very strong and provide the pupils with positive support for their learning.
Attendance	Above average.

The pupils are confident, motivated, enthusiastic and eager to learn. They listen carefully to their teachers, ask and answer questions, and willingly offer their own ideas and suggestions. Children of all ages quickly settle down diligently in class and are capable of maintaining long periods of concentration. The pupils respond well

to the opportunities provided for them to take responsibility for their own work.

TEACHING AND LEARNING

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

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

The teaching is good. Of the lessons seen 98 per cent were satisfactory or better. Half of the lessons observed were good and a further quarter were very good. Two per cent of the lessons were unsatisfactory. This is a considerable improvement from the time of the last inspection when a significant proportion of the teaching was unsatisfactory.

The teaching is good in Key Stage 1 except in Year 2 where it is satisfactory. In Key Stage 2 the teaching is often very good. The teaching of literacy and numeracy is well planned in most classes and the teachers match the work to the needs of all ability groups. As a result, the pupils make gains in their skills and knowledge at a good pace. In many lessons the teachers set the pupils challenging tasks and make the most of the time available. However, in Year 2, the pupils do not have sufficient opportunity to write for a range of purposes; they are not making enough progress in the development of their writing skills and the higher attaining pupils are not consistently challenged.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school places appropriate emphasis on the teaching of literacy and numeracy within a broad and balanced curriculum. However, the long-term plans do not always ensure that the pupils build on their previous learning in all subjects.
Provision for pupils with special educational needs	The pupils with special educational needs are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The pupils' personal development is successfully cultivated through a very good range of opportunities both in and out of lessons. Their spiritual development is also carefully and sensitively fostered. The pupils' explore the influences of a wide variety of cultures.
How well the school cares for its pupils	The procedures for ensuring the pupils welfare are very good. Their academic and personal development is carefully monitored and supported.

The school has very good links with parents and the community. The parents are very supportive of the school and a high proportion of them are appreciative of the work of the teachers and the progress made by the pupils. Many parents help in school everyday.

The arrangements for ensuring the health and safety of the pupils are good. However, the narrow carriageway and forty miles per hour speed limit combined with illegal parking and inconsiderate driving create a potential danger outside the school gates. The governors are very concerned about the safety of the pupils arriving at and leaving the school.

The school supports the pupils very effectively and continually strives to promote their welfare. The headteacher provides strong pastoral leadership and the teaching staff are very caring, approachable and supportive. All members of staff, both teaching and non-teaching, have a very good understanding of the school's pastoral and welfare procedures, and implement them consistently and conscientiously.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides the school with a clear educational direction and strong management. The subject co-ordinators manage the curriculum effectively but are not all sufficiently involved in formally monitoring the standard of the pupils' work.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities and provides the school with a clear sense of direction. The governors evaluate the performance of the school and work with the teachers to formulate and monitor the plan for further improvement.
The school's evaluation of its performance	The headteacher and deputy headteacher have a clear view of the strengths and weaknesses of the school through careful monitoring of both teaching and the pupils' performance. The information from these activities is reported to the governing body.
The strategic use of resources	The school makes very good use of its available funds. The everyday financial management and long-term strategic planning are very good.

A recently completed building project has added an additional classroom and a new staff room to the school and now plans are well underway to develop an information technology suite and library. Currently, the accommodation is good but it will be considerably enhanced by these developments. The teachers make very good use of the available resources. The day-to-day administration and the long-term financial planning are very good. The governors utilise the principles of best value in making their decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good progress made by the pupils • Good behaviour • The good teaching • The good relationships between the school and parents • The strong leadership of the headteacher 	<ul style="list-style-type: none"> • Information about how pupils are getting on • Out of school activities for younger pupils • Safety outside the school

The inspectors agree with the many positive comments made by parents. One parent remarked that the school had changed and improved 'out of all recognition in recent years'. However, approximately one fifth of the parents responding to the questionnaire felt they were not well informed about their child's progress. Although there are ample opportunities for parent teacher consultation, the annual written reports are not as clear as they should be about either the extent of progress made or what each child needs to do to improve further. A similar proportion of the parents expressed concerns about the amount of work the pupils are expected to do at home. Comments made at the pre-inspection meeting with parents suggest that whilst some think that the

pupils get too much homework others would like more. The inspectors found that the current arrangements are clear and follow the national guidance. They also found that the school provides a good range of out of school activities particularly for older pupils. The current range of activities compares favourably with those offered by many primary schools. The inspectors agree that the safety of pupils arriving at and leaving the school is of serious concern.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The pupils' attainment on entry is generally above average. By the time they reach statutory school age, most are able to do what is expected of five-year-olds and many exceed this.
2. The results of the 1999 National Curriculum tests for seven and eleven year olds provide a contrasting picture. Whilst results of reading tests were above average at the age of seven, the results of the writing tests were below average and well below average when compared with similar schools. However, the results of the English tests for eleven-year-olds were well above average when compared with both the national average and similar schools. Similarly, the results of the mathematics tests for seven-year-olds were below the national average and the average for similar school but the results of the tests for eleven-year-olds were well above average. The results of tests and assessments in science were above average by the age of seven and well above average by the age eleven.
3. A significant feature of the different profiles of test results achieved by seven and eleven-year-olds is the proportion of pupils who achieved levels beyond those expected for their age. In the 1999 tests of reading about one third of seven year olds achieved a higher level. This was in line with the national average. However, in writing and mathematics the proportion achieving higher levels was below average. In comparison a third of the eleven-year-olds achieved higher levels in English and mathematics, and almost half of the pupils achieved this in science. In all cases, this was well above the national average.
4. Over the last three years, the results achieved by eleven-year-olds have been consistently above or well above the national average. Over the same period, the results achieved by seven-year-olds have dipped. This can be explained to some degree by the variation in cohorts and the greater number of pupils with special needs, notably in last year's cohort. However, the inspection findings indicate that there are weaknesses in the marking and assessment of the pupils' work and in range of opportunities given to the pupils to improve their writing for a range of purposes through challenging activities. Whilst the inspection finding show standards in mathematics and science are broadly average there are also indications that the more able pupils are not consistently challenged. The school should take steps to raise standards, particularly in writing, at the end of Key Stage 1. **This is an area where further improvements are needed.**
5. The inspection findings show that, by the end of Key Stage 2, standards in English are well above average in speaking and listening, reading and writing. The pupils are articulate speakers, they read fluently and enjoy a wide variety of texts. They adapt figures of speech, which they encounter in their reading, to enliven their personal writing. They draft and edit their own work and make effective use of dictionaries. Many have a good awareness of how to improve their writing. Standards in mathematics and science are above average by the end of Key Stage 2. Most pupils have a secure knowledge and understanding of the use of tables in division and multiplication and are able to demonstrate the relationship between fractions, decimals and percentages. They are able to investigate the Fibonacci number series, the 'Golden Ratio' and 'Golden Rectangle' in their work on shapes and area. The pupils have a secure scientific knowledge of, for example, the human body and its digestive system, and can carry out an investigation to find the best material for a wick for a Diva lamp.

6. Standards in information technology are satisfactory, but the pupils are not making extensive use of the resources across the curriculum. The quality of their work in the other subjects of the curriculum meets expectations and in some areas, for example in aspects of art, music and design technology some of the pupils' work is better than that expected for their age.
7. The pupils with special educational needs make good progress throughout the school. Their individual education plans have clear targets that are specific and achievable. Many of the pupils receive very good support from the classroom assistants.
8. Since the school was last inspected standards in English, mathematics and science have risen considerably by the end of Key Stage 2. In Key Stage 1 the above average standards in speaking and listening, and reading have been maintained. There have been improvements in the pupils' ability to carry out both mathematical and scientific investigation but the weaknesses in writing remains. A major factor in the improvements in standards by the end of Key Stage 2 is the very good teaching that often challenges and extends the pupils' learning.
9. The school met its targets for 1999 and has set targets for the proportion of pupils to reach the expected level by the end of Key Stage 2 in 2000. Although these targets are lower than previous years they reflect the higher proportion of pupils on the special educational needs.

Pupils' attitudes, values and personal development

10. The pupils' attitudes to the school, their behaviour and the relationships within the school are consistently very good. Their personal development is also very good. The headteacher, staff, parents and the pupils themselves have high expectations of the standards of behaviour that are acceptable in the school. The vast majority of parents feel that behaviour is well managed and are very happy with the high standards consistently achieved by the school.
11. The pupils' attitudes towards learning in the school are very good. The majority of pupils consistently demonstrate positive attitudes to their work. They are confident, motivated, enthusiastic and eager to learn. They listen carefully to their teachers, ask and answer questions, and willingly offer their own ideas and suggestions. Children of all ages quickly settle down diligently in class and are capable of maintaining long periods of concentration. The pupils appear to thoroughly enjoy their lessons and many of them take part in a range of extra-curricular activities that the school offers.
12. Overall, the pupils' behaviour is very good. Almost all of the pupils behave very well and act in a mature and responsible manner at all times. Their behaviour in the classrooms is consistently very good and contributes to a positive learning environment. However, there are a very small number of pupils, mainly boys, who can on occasions present challenging behaviour. These children are well managed by the teachers and classroom assistants, which minimises disruption to other pupils' learning. The pupils move around the school in a quiet and orderly manner. Behaviour at breaks and lunchtime is very good. During the inspection there were no signs of any bullying or isolation of individual children. There were no exclusions in the year prior to the inspection or in the current academic year to date.
13. Relationships in the school are very good. The pupils relate well to their teachers, to other adults with whom they come into contact, and also to one another. The pupils of all ages are polite, courteous and work together well. They collaborate effectively, sharing resources, taking turns and listening to each other, for example, when solving problems in design technology lessons. During assemblies, they show appropriate respect for the occasion. All pupils consistently show respect for

their teachers, adult helpers and the environment. There is no deliberate damage to resources or school property and a remarkably low incidence of litter around the school site.

14. The pupils' personal development is very good. They are learning a good range of social skills that are helping them to develop into well-rounded individuals. The pupils respond well to the opportunities provided for taking responsibility for their own work. In many lessons, when not subject to direct teaching the pupils work independently and often undertake their own research. Older pupils willingly take responsibility for helping younger ones; for example, Year 6 pupils help supervise the other classes during wet playtimes. Throughout the school, the pupils respond well to the wide range of responsibilities given to them.
15. Levels of attendance are good and above the national average. There is no unauthorised absence. The pupils enjoy coming to school and their parents are very supportive in maintaining good attendance levels. They come to school on time and lessons, assemblies, breaks and other activities start and finish promptly.
16. The high standards of behaviour, attendance and punctuality have a very positive impact on standards achieved in the school.

HOW WELL ARE PUPILS TAUGHT?

17. The teaching is good. Of the lessons seen 98 per cent were satisfactory or better. Half of the lessons observed were good and a further quarter was very good. Two per cent of the lessons were unsatisfactory. This is a significant improvement from the time of the last inspection when almost a quarter of lessons was unsatisfactory.
18. The teaching of the small number of pupils who are under five years of age is good. The organisation of activities is more formal than is often the case for children in the foundation stage. This is in response to the fact that all the children have received pre-school education and most are ready for more sustained activities. The children's learning is carefully supported across all areas of learning.
19. The teaching is good in Key Stage 1 except in Year 2 where it is generally satisfactory. In Key Stage 2, the teaching is often very good. The teaching of literacy and numeracy is well planned in most classes and the teachers match the work to the needs of all ability groups. As a result, the pupils make gains in their skills and knowledge at a good pace. In many lessons, the teachers set the pupils challenging tasks and make the most of the time available.
20. Throughout the school, the literacy lessons are well managed. Many teachers provide additional opportunities for writing which result in high achievement by the time the pupils leave the school. However, in Year 2 the pupils are not given sufficient opportunities to write for a range of purposes. There is a lack of challenge in the range and volume of their writing, particularly in the case of more able writers. The marking and analysis of the pupils' work is not rigorous enough. As a result, errors in punctuation and spelling persist. This contrasts sharply with the careful analysis of the pupils' writing throughout Key Stage 2 where progress is rapid because the marking of work not only helps the pupils to recognise the strong features of their writing but also clearly identifies where improvements are needed. In these cases, the teachers are diligent in checking progress in areas of weakness such as spelling, punctuation or grammar.
21. The teachers have a secure knowledge and understanding of numeracy. They set interesting and challenging tasks that enable the pupils to develop their skills at a brisk pace. The teachers encourage the pupils to settle quickly to their work and as a result they progress well. They make good use of resources to interest and motivate the pupils and most use assessment during lessons to

check on the pupils' progress and target help where it is needed. Consequently they are able to set tasks which challenge the more able pupils. In some of the very good lessons seen in, for example Year 4, there was a brisk pace throughout numeracy lessons and the tasks were carefully modified for different ability groups.

22. In many lessons, questioning is designed to test the pupils' recall of earlier work and is used effectively to find out what the pupils know and understand before they move on to a new stage of learning. A good example was seen also during an art lesson in Year 4 where the pupils' earlier appreciation of the tonal qualities of paintings was drawn upon to apply to intended new learning about the techniques of still life painting. Many of the procedures designed for assessing the pupils' work have improved since the last inspection. For example, the pupils are now frequently involved in evaluating their own work.
23. Relationships between the teachers and their pupils are consistently good and provide a secure platform for learning. Lessons are well organised, carefully structured and the pupils are well managed. The teachers expect high standards of behaviour and are generally successful in establishing a calm learning environment. They manage challenging behaviour from a small number of boys effectively so that the learning of other pupils is not interrupted. The teachers' high expectations of the pupils leads to many older pupils developing a good degree of independence in their learning by the time they leave the school. Homework is used effectively to extend what the pupils are learning in lessons.

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

24. The overall curriculum is broad and balanced and meets statutory requirements. The school places an appropriate emphasis on the teaching of literacy and numeracy. The curriculum includes physical and creative opportunities as well as providing for the academic needs of the pupils. Sex education, drugs awareness and healthy living are taught as part of the schools' science topics in Year 6 although there is no policy for personal, social and health education.
25. There are long-term curriculum plans in the form of schemes of work. They combine elements of the nationally published schemes of work with those that have evolved within the school. They generally provide support for teaching and learning across the school and a secure basis for the teachers to plan their lessons. However, in some subjects they do not set out clearly enough how the pupils will build on their previous learning. In science, for example, there is some repetition of learning that does not move on quickly enough from the pupils' previous experiences. Similarly, the use of information technology is under-developed in some areas of the curriculum because the school has not identified where and how the pupils' skills and knowledge will be developed across the curriculum. The school should take the opportunity provided by the introduction of Curriculum 2000 to revise and improve long-term plans. **This is an additional area where improvement can be made.**
26. The National Literacy and Numeracy Strategies are being effectively implemented. Overall, the planning for literacy and numeracy is good and is contributing to the good standards being achieved particularly in Key Stage 2. The provision for pupils with special educational needs is good and ensures equal opportunity and access for all. However, at the end of Key Stage 1, the pupils do not have sufficient opportunity to write for a range of purposes across the curriculum. Often worksheets are used that do not challenge the higher attaining pupils to extend their learning. In many classes the pupils' literacy and numeracy skills are developed through a wide range of activities.

27. The curriculum is enhanced for older pupils by a good range of activities and clubs, which take place outside lessons. Parental concern was expressed about the participation of younger pupils in such activities. However, in the view of the inspectors the school's provision reflects that of many primary schools. Instrumental groups, such as recorders, brass and string instruments, meet at lunchtimes and after-school activities include football and netball. Both boys and girls participate in all activities. Most clubs are well supported by both pupils and parents who have voiced their appreciation of the work of the teachers in organising these activities. The school's curriculum also reaches out to the local community and has strong links with the local church where the pupils are involved in services. Groups of pupils have visited the local railway station for a talk on railway safety. Visits to the school have been made by such diverse groups as the 'Ecobus', providing an opportunity for pupils to find out about alternative and sustainable energy sources, the Bassitry Arts rhythm group and the Berkshire String groups. These, and others, enhance the quality of the curriculum for all pupils of the school.
28. The pupils' experiences at school are enhanced by the very good provision made to foster their spiritual, moral, social and cultural development. This represents a marked improvement in all areas since the last inspection. The high quality provision is now a significant strength of the school and is a very good reflection of its overall ethos.
29. The pupils' spiritual development is carefully and sensitively fostered both through its worship and the opportunities provided in many areas of the statutory and broader curriculum. Provision for reflection offers the pupils powerful opportunities to ponder life's larger questions and helps to formulate a value system which, for example, instils a sensitivity to the points of view of others. This is a feature of many English lessons where pupils are invited to respond to the work of a variety of authors. They are able to express differing points of view quite openly and learn to develop their own opinions but equally, show respect for the different opinions of their peers. Adults make a very positive effort to foster the pupils' self-esteem. The very youngest pupils, for example, are quickly made to feel valued and contributing members of the school by the welcoming and inclusive approach that recognises the qualities they bring to the school community.
30. The pupils acquire a very strong moral framework as a result of the consistent approach of adults who support them to develop a sense of right from wrong. Each class has a straightforward set of agreements that emphasise the need to treat others fairly and show respect for their personal property. Adults rely upon the pupils to undertake duties in a trustworthy way so that concepts such as honesty and reliability are firmly instilled.
31. There are many and varied opportunities for the pupils to acquire good social skills. School productions foster teamwork and inter-reliance. The pupils have many opportunities for interacting with a wide range of adults and do so with considerable skill. They are encouraged to develop a very good awareness of citizenship through involvement with the local community and with charitable works on a wider scale. Through the good range of duties and responsibilities within school, the pupils develop an early sense of the virtues of serving their own school community, which contributes to its smooth running.
32. The school curriculum is sufficiently broad to foster a very sensitive awareness of the culture of this country but equally of the powerful influences of a wide variety of cultures. The school's literacy strategy encourages the development of an appreciation of how English has been enriched by the classical languages and some recent European languages. During a music lesson, the pupils enthusiastically engaged in singing based on an African language with its distinctive rhythms. The youngest pupils are learning a wide range of traditional songs and rhymes. The pupils are introduced to the work of a wide range of artists, both British and European. For instance, a music lesson for the oldest pupils successfully challenged their ability to link the music from Mussorgsky's

'Pictures at an Exhibition' with the visual images it aroused together with their own experiences during a visit to the National Gallery. Several school productions have been based on historical themes, such as the Ancient Greeks or the Tudors. Around the school there are many displays which celebrate the work of a variety of artists. Books in the library and in classrooms not only promote an awareness of cultural diversity, but also celebrate the contribution of technology to present day culture.

33. The school has good links with its partner institutions and there are appropriate arrangements for parents and children from local playgroups to visit the school prior to entering the reception class. Similar very good arrangements exist for pupils when they move to secondary education. The arrangements for the transfer of pupils with special educational needs are also good and there is close liaison with secondary schools before pupils move to their new schools.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school supports its pupils very effectively and continually strives to promote their welfare. The headteacher provides strong pastoral leadership and the teaching staff are very caring, approachable and supportive. All members of staff, both teaching and non-teaching, have a very good understanding of the school's pastoral and welfare procedures, and implement them consistently and conscientiously. The teachers and classroom assistants carefully supervise the pupils at break times. Experienced supervisors, who with one exception are also the classroom assistants, carry out the lunchtime supervision very effectively. There are appropriate measures for dealing with minor injuries, first aid, recording accidents and notifying parents.
35. The school makes very good use of the classroom assistants and parent helpers in a support role. The non-teaching staff are dedicated, well deployed and provide very good support for the teachers and pupils. Support for children with special educational needs is good and has a positive impact on their academic achievement and progress. The procedures for monitoring and promoting discipline and good behaviour are very good. The school has positive behaviour and anti-bullying policies, which are supplemented by school and class rules, generated by the pupils themselves. All members of the staff implement the behaviour policy rigorously and consistently. Good attendance is actively promoted and carefully monitored. Absence is correctly recorded, conscientiously followed up and appropriate action is taken to ensure that high levels of attendance are maintained.
36. All staff know the pupils in all classes very well. The headteacher and class teachers have a very good understanding of the personal and individual needs of the pupils in their care. The procedures for promoting and monitoring the pupils' personal development are very good. The arrangements for the assessment of the pupils' academic progress are good. They ensure that, where possible, additional help is provided where it is needed. Soon after entry to school, the youngest pupils are assessed in important areas such as language and literature, mathematics and personal, social and emotional development so that, at this early stage, provision can be tailored to meet their needs. Thereafter, the school regularly tracks the pupils' achievements not only in English, mathematics and science through the mandatory end of key stage tests but also through the use of optional tests in intervening years. The data collected is used to set targets and to make predictions about the pupils' attainment as they transfer from one class to another.
37. The procedures for child protection are in place and those for promoting health and safety are very good. These procedures are well known and understood by all staff who demonstrate safe working practice in lessons and around the school. All the required health and safety inspections and checks, including risk assessments of the premises and grounds, are regularly carried out and properly recorded. However, the narrow carriageway and forty miles per hour speed limit combined with illegal parking and inconsiderate driving create a potential danger outside the school gates. The staff

and governors are very concerned about the safety of pupils arriving at and leaving the school but despite their best efforts they have not yet succeeded in alleviating their concerns. The school should continue to pursue all possible avenues to minimise the dangers, outside the school gates, to pupils' arriving at and leaving the school. **This is an area where further improvements are required.**

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Relationships between the school and parents are very good. The school enjoys the active support of the vast majority of parents. The headteacher and her staff are very approachable and parents were regularly observed talking to the class teachers and support assistants at the start and close of the school day. There is a very high number of parents who regularly help in school, mainly by hearing the pupils read. This has a positive impact on standards achieved. Parental involvement in their children's work at home is also very good and there is strong support for home reading and homework. There is a very active parent teacher association that organises social events and raises funds for the school. The parents raised considerable funds to meet the school's contribution to the building of a new classroom. A large number of parents also willingly give up time to help the school in other ways, for example working parties are improving the environmental area. Most parents agree that there is good liaison and that they would be comfortable about approaching the school with questions or problems.
39. Communication between the school and home is very good in many respects but annual written reports lack clarity. The school produces regular informative newsletters and there are frequent communications to parents about specific events and activities. Homework diaries are also very well used as a means of home school communication. There have been presentations for parents, for example, on literacy, and parents were consulted about the proposed home school agreement. The school publishes a comprehensive and informative prospectus and the governors hold an annual meeting with parents and publish an annual report. The prospectus and the governors' annual report contain all the statutory required information. Parents of children with special educational needs are kept well informed. However, a significant number of parents responding to the questionnaire felt that they were not well enough informed about their child's progress. There are ample opportunities for parent teacher consultation but the annual written reports are not clear enough about the extent of progress made or what children should do to improve further. The school should take steps to improve the quality of annual written reports to parents. **This is an additional issue where further improvements can be made.**
40. Overall, the school's work is considerably enriched by its links with parents and these links have a positive impact on the pupils' academic achievement and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The headteacher provides the school with a clear educational direction and strong management. She has successfully brought about overall improvement through a well-structured plan that enables the school to meet its clearly stated aims in many aspects of its work. As a result, relationships are very good, and the curriculum is broad and balanced, providing pupils with the opportunity to become independent, self motivated and disciplined citizens. The most significant improvement since the last inspection is in the quality of the teaching where the proportion of unsatisfactory teaching has fallen from almost a quarter of the lessons seen to a position where only two per cent of lessons are unsatisfactory. There is now a high proportion of good and very good teaching.
42. The headteacher and deputy headteacher have a clear view of the strengths and weaknesses of the school through careful monitoring of both the teaching and the pupils' performance. The information from these activities is being used effectively to evaluate the extent of the improvements

that have been made and to identify where further improvement is needed. The monitoring of the pupils' performance has highlighted, for example, the dip in standards at the end of Key Stage 1 but, at the moment, the monitoring of pupils' work is not sufficiently rigorous to identify precisely where the weaknesses lie. The current school improvement plan identifies the need for the co-ordinators to undertake this important monitoring task. The school should implement plans for all co-ordinators to frequently and systematically check that the pupils are achieving high standards. **This is an area where further improvements can be made.**

43. In all other respects the subject co-ordinators manage the curriculum effectively. They support their colleagues, manage training and maintain resources through delegated budgets. They regularly check the planning of the curriculum and the core subject co-ordinators observe lessons to ensure the teaching is effective.
44. The governing body fulfils its responsibilities and provides the school with a clear sense of direction. The governors undertake their role as critical friends of the school very effectively and the headteacher and teachers benefit from a relationship that provides a good level of support and also keeps them 'on their toes'. The governors are conversant with the challenges facing the school and are well informed of the school's performance through the headteacher's regular reports. They also have a clear view of the school's strengths and weaknesses through their good links and regular monitoring visits. The work of the committees is important both in successfully managing the workload of the governing body and providing well-informed guidance to extend and develop the effectiveness of the school.
45. The resources available to the school are very well managed. The day-to-day administration and the long-term financial planning are very good. The governors utilise the principles of best value in making their decisions. A recently completed building project has added an additional classroom and a new staff room to the school and now plans are well underway to develop an information technology suite and library. Currently, the accommodation is good but will be considerably enhanced by these developments which will further extend the learning opportunities for the pupils. The school building is well maintained and kept exceptionally clean by the caretaker.
46. There are sufficient, appropriately qualified teachers for the number of pupils on roll. The teachers make very good use of the available resources. The school has sufficient resources in all subjects except for information technology where much of the equipment is ageing. This situation is soon to be improved through a grant for new computers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. In order to improve further the governors, headteacher and teachers should:
 - Raise standards, particularly in writing, at the end of Key Stage 1 by:
 - a. rigorously marking and assessing the pupils' work, and analysing of where improvements are needed;
 - b. planning a broad range of opportunities for the pupils to practice and improve their writing;
 - c. ensuring that all activities challenge the more able pupils.(*paragraph 4*)
 - Ensure all subject co-ordinators systematically monitor and evaluate the standard of the pupils' work throughout the school.(*paragraph 42*)
 - Continue to pursue all possible avenues to minimise the dangers, outside the school gates, to pupils' arriving at and leaving the school. (*paragraph 37*)

In addition the headteacher and governors should:

- ♦ Improve the quality of the annual written reports to parents by ensuring they all contain clear statements about what the pupils have achieved, the progress they have made and what they need to do to improve.*(paragraph 39)*
- ♦ Use the impending introduction of Curriculum 2000 to ensure that long-term plans in all subjects provide a clear framework to help the teachers plan activities that build effectively on the pupils' previous learning.*(paragraph 25)*

The current school improvement plan identifies the need to improve standards at the end of Key Stage 1. It also sets out plans for co-ordinators to monitor the pupils' work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	51	22	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y^
Number of pupils on the school's roll (FTE for part-time pupils)	204
Number of full-time pupils eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	46

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	18	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	8	11
	Girls	17	16	17
	Total	27	24	28
Percentage of pupils at NC level 2 or above	School	90 (70)	80 (64)	93 (87)
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	12
	Girls	17	17	17
	Total	27	28	29
Percentage of pupils at NC level 2 or above	School	90 (74)	93 (94)	97 (94)
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	13	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	15
	Girls	12	11	13
	Total	25	24	28
Percentage of pupils at NC level 4 or above	School	81 (71)	77 (68)	90 (87)
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	16
	Girls	12	12	12
	Total	26	25	28
Percentage of pupils	School	84 (80)	81 (87)	90 (90)

at NC level 4 or above	National	68	69	75
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	5
Pakistani	0
Bangladeshi	1
Chinese	1
White	196
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)	7.9
Number of pupils per qualified teacher	25.8
Average class size	29.1

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	112.5

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	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1998/99
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	£
Total income	302774
Total expenditure	305484
Expenditure per pupil	1498
Balance brought forward from previous year	23084
Balance carried forward to next year	20374

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	48	3	0	0
My child is making good progress in school.	51	45	3	0	1
Behaviour in the school is good.	43	52	3	1	1
My child gets the right amount of work to do at home.	31	47	19	1	1
The teaching is good.	51	41	4	0	3
I am kept well informed about how my child is getting on.	40	43	13	2	1
I would feel comfortable about approaching the school with questions or a problem.	69	26	4	0	0
The school expects my child to work hard and achieve his or her best.	60	35	4	1	0
The school works closely with parents.	47	45	5	0	2
The school is well led and managed.	69	30	0	0	1
The school is helping my child become mature and responsible.	49	47	2	0	1
The school provides an interesting range of activities outside lessons.	22	26	29	15	8

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

48. At the time of the inspection, there were two children under the age of five in the reception class. The inspection judgements are based on the achievements of the larger group of pupils who have recently reached statutory school age. The standards that the children achieve by the end of the foundation stage of learning are generally above average. This is due to a careful identification of the stage they are at when they join the school, and good teaching which moves their learning on successfully.
49. On entry to the school, the children are welcomed into a supportive and caring environment where the potential of each one as a valuable member of the school community is recognised. A very small minority enters the school with under-developed social skills, but a consistent effort is made to engage them so that they understand and respect the very settled routines of the classroom. Most of the children learn to work and play together harmoniously. They co-operate while engaged in playing language or mathematical games, in sharing books and working together on science investigations. A consistent effort is made to foster each child's respect for other members of the group and for adults who help them. They are given positions of responsibility such as distributing equipment and tidying up after group tasks. They learn to take turns and to move sensibly and safely to other parts of the school for worship or lessons in physical education.
50. The children recognise and write their own names. They quickly identify those of others as they select their own book bag from the class box or notify the teacher of names on the rota of responsibilities. They enjoy listening to stories and sharing the "big book" text as a class. A good proportion of the children quickly develops the ability to retell the main points of well-known stories. Careful, well-structured teaching is developing the children's identification of letter names and sounds. Pencil control for writing is established early as the children progress confidently from forming basic letter shapes, to tracing sentences and eventually to writing their own simple sentences. In a few cases, literacy skills develop slowly but well organised additional adult help, when available, leads to more rapid progress.
51. Most children count confidently to five and some to ten. A good proportion of children can add numbers to ten and a few can go beyond this. They recognise numerals, for example, on a clock face or a calendar. They show a growing ability to carry out mental addition and subtraction when the numbers of children having lunches are calculated. They gain a good understanding of comparative size as they talk about pictures in books or use construction equipment. Clear questioning ensures that the pupils are motivated to take part in mental mathematics activities. They are well supported when playing games such as dominoes involving numbers that add to twelve.
52. The children confidently and quickly learn to find their way around the school building and grounds, learning the language of direction as they go. Through growing bulbs, they learn that growth means change and that they themselves change as they grow. They know that plants need certain conditions to grow successfully and that different plants grow in different seasons. Through investigating materials, they know that some are waterproof and that others are not. They learn to recognise that different materials are used for different purposes. Through using construction equipment, they learn that things can be fitted together and, where appropriate, be made to move faster or slower. They are encouraged to adapt their constructions where necessary. Each day they observe and

record the weather thus learning that there are seasonal patterns. They generally show a high level of interest in the wide variety of practical activities. This impacts well on their ability to ask questions about various processes and enlarges their vocabulary as they strive to find responses.

53. By the end of the foundation stage, the children's physical development is satisfactory. They move with confidence and can control their bodies to make curling and stretching movements. Their sense of balance is good. Generally, they have a good level of awareness of the use of space and the need to have regard for their own safety and that of others. In the lessons seen, there were isolated instances of challenging behaviour when instructions were ignored and a reluctance to work with others was displayed. In these cases the teacher firmly and persuasively dealt with the situation. When the children use equipment such as pencils, brushes, glue spreaders or scissors, their motor control is well developed. In their painting, drawing and collage work they are well on course to meeting the early learning goals. They are imaginative in their use of colour and combining materials. Many children draw well and talk imaginatively about what their work represents. They enjoy singing and know by heart a range of songs and rhymes. They value opportunities to use a range of percussion instruments and to listen to music. The home corner, which is adapted to provide for a variety of scenarios, for example, a veterinary surgery, offers useful opportunities for creative role play which have a good impact on the pupils' speech development.
54. The quality of the teaching is good. The organisation of activities is more formal than is often the case for children in the foundation stage. This is in response to the fact that all the children have received pre-school education and the majority are now ready for more sustained activities. A very small minority still needs to spend a proportion of the school day on independent, but supported activities. The children's learning is carefully assessed and their progress is tracked across all the recommended areas of learning.

ENGLISH

55. The results of national tests for eleven-year-olds were well above average in 1999. The results are also well above the average for similar schools and continue a trend of very good results over recent years. The proportion of pupils achieving higher levels was also well above the national average. The results of reading tests for seven-year-olds are above the national average and above the average for similar schools. However, the results in the writing tests are below average and well below the average for similar schools. The results achieved by seven-year-olds in writing have dipped over the last two years.
56. Overall, standards in English have improved since the last inspection except in Year 2 where standards in writing are below average. Standards in writing in lower Key Stage 1 and in Key Stage 2 are good. The school's literacy strategy has been successful in improving reading standards throughout the school. The inspection findings confirm that overall standards at the end of Key Stage 1 and 2 match those reported in the national tests. Taking account of the fact that there are more boys than there are girls in the school, the differences in performance in English are not significant.
57. In speaking and listening, the pupils make good progress throughout the school. Their speaking skills are considerably enhanced by a range of interesting activities, including school productions involving both drama and music. Many pupils in Key Stage 1 have above average reading skills. They show a good level of understanding of the stories they read. They are increasingly confident in recognising features such as initial consonant blends, which contributes to the accuracy of their reading. They are beginning to use contextual and picture clues to read less familiar words. They listen well when their teachers read, and offer interesting observations when questioned about texts

which they share as a whole class or during group reading sessions. The attainment of seven-year-olds in writing does not match that of their reading. They do not rigorously apply the phonic knowledge gained as they read, to their spelling when writing. The pupils with the potential for higher attainment neither write at sufficient length nor cover a sufficient range to ensure their mastery of different styles of writing. Moreover, they do not securely establish the technical knowledge needed to develop confident basic punctuation skills. Many pupils have not yet developed a neat, consistent cursive handwriting style.

58. By the age of eleven years, the pupils' reading reaches well above average standards. Higher attaining readers are able to understand and enjoy a wide variety of texts. They are very articulate when discussing the plot of a story and can identify features in text which exemplify effective prose. A good proportion reads poetry sensitively, showing an awareness of the condensed language used and the sound effects produced by the careful use of words and rhymes in poems such as "The Listeners". Throughout Key Stage 2, they increasingly use a range of sources to extract information to support work in science, history and geography. Older pupils are skilful at adapting the figures of speech that they encounter in their reading to enliven their own personal writing. They draft and edit their work and make effective use of dictionaries. Many have a good awareness of how to improve their writing by the use of carefully selected adverbs and verbs. The quality of the pupils' handwriting is satisfactory in Key Stage 2 and improves considerably during Year 6.
59. The pupils at all levels use information technology to support the development of their literacy skills. They use spelling programs and a word processor to record their writing. The school library and class collections of books are used satisfactorily to extend their reading and to support work in a range of subjects.
60. The teaching of English is good in lower Key Stage 1 and satisfactory overall in Year 2. It is generally good and often very good in Key Stage 2. Throughout the school, the literacy lessons are well managed and there are additional opportunities for writing, although the range of purposes and styles is insufficient in Year 2. Progress in the development of writing skills is enhanced where the marking of work helps the pupils not only to recognise the strong features of their writing but also clearly identifies where improvements are needed. In these cases, the teachers are diligent in checking progress in areas of weakness such as spelling, punctuation and grammar. Where the very good teaching occurs, the pupils develop a high level of sensitivity to the power of words and to the characteristics of different styles of writing. The work of the support assistant has a very positive impact on the progress made by pupils with special educational needs.
61. The co-ordinator for English, the headteacher and staff have shown a high degree of commitment to developing English as an area of strength in the school. A considerable amount of creative effort has been applied to stimulating the pupils' enjoyment of reading and writing. In most classes, consistent attention is given to ensuring that the pupils' reading and writing skills are applied across the curriculum.

MATHEMATICS

62. Overall, standards in mathematics have improved since the last inspection. The results of the 1999 national mathematics tests for eleven-year-olds were above the national average and above the average for similar schools. Although not quite as good as the two previous years, the results have nevertheless been consistently better than the average in recent years. The percentage of pupils attaining higher levels was also above the national average. The inspection findings indicate that standards continue to be above average.
63. In the 1999 national mathematics tests for seven-year-olds, the results were below the national

average. The percentage of pupils attaining the higher level was also below the national average. However, the current inspection evidence indicates that attainment by the end of Key Stage 1 is in line with the national average. The good provision and support for the pupils is enabling most of them to attain in line with their prior learning, but the more able pupils are not always given sufficient opportunities to extend their learning.

64. Although the performance of girls has been better than that of boys in the national tests over the last few years, there is considerable imbalance in numbers of girls and boys. There was no evidence of any teaching or motivational factors adversely influencing these results.
65. The rate of learning is satisfactory as the pupils move through Key Stage 1. The skills and knowledge of pupils of all abilities build at a steady rate but those of the most able do not accelerate as would be expected. During Key Stage 2, the rate of learning is good and this enables pupils of all abilities to achieve good standards. Good use is made of the analysis of test results to help teachers to more closely focus on the needs of their pupils. Current attainment in Key Stage 2 and the scrutiny of work already completed indicate the school is well placed to achieve the targets set for it in mathematics
66. The pupils with special educational needs are well supported in classes and small withdrawal groups by their class teachers and support assistants. They make good progress in developing their knowledge and understanding of mathematical concepts.
67. The youngest children are introduced to number through well-planned activities. They are continually encouraged to count and relate numbers to everyday happenings in the classroom, so that by the time they move to the programmes of study of the National Curriculum they are confident and capable in their number work. This sound basis is well developed in Year 1 where the pupils are able to match words and numbers up to twenty and recall number bonds up to ten. They recognise of number patterns and enjoy the mental calculation sessions at the start of their lessons. By the age of seven, most of the pupils' skills in number have reached the expected level. The majority of pupils are able to recognise and develop counting patterns in 'fives' and record accurately sums of money up to ten pence and beyond. The newly introduced Numeracy Strategy is having a positive impact on the ability of the majority of pupils to recall and use number bonds quickly, and all lessons seen were characterised by the high level of enjoyment of pupils in these activities.
68. In Key Stage 2, the lessons have the same level of enjoyment and most pupils sustain good levels of concentration and are eager to participate in the mental arithmetic sessions at the start and end of lessons. For example, the pupils in Year 3 learn very effectively through the 'games' that they use in mental calculations. Work on shape and measures builds effectively from Year 4 to Year 5 where the pupils' knowledge of lines and angles is well developed through carefully planned activities. In a Year 5 lesson, for example, the pupils calculated the area of irregular shapes, and following good explanation from the class teacher showed concentration and perseverance to complete the tasks they had been set. Year 6 pupils used their previous knowledge and understanding of Fibonacci number patterns to relate this to work on calculating the 'Golden Ratio' and 'Golden Rectangle' in their work on shapes and area. Most pupils have a secure knowledge and understanding of the use of tables in division and multiplication and are able to demonstrate the relationship between fractions, decimals and percentages. They make some use of computers, for example, to record data in a spreadsheet and plot the details graphically, but overall not enough use is made of information technology in mathematics.
69. The teaching is good overall and has improved considerably since the last inspection. The teachers have a secure knowledge and understanding of the subject, which they use well to question the pupils, give clear explanations and set challenging tasks. As a result, the lessons have a good brisk

pace of learning and the pupils are well motivated. This is exemplified in Year 4 where the tasks are carefully modified for different abilities, the teacher has high expectations, and the plenary session is used effectively to review learning. As a result of the good teaching in Key Stage 2 the pupils progress well and make good gains in their learning. Homework is used effectively to support classroom work and has a positive impact on attainment.

70. The use of numeracy skills in areas of the curriculum other than mathematics is satisfactory. For example, the older pupils record data in science and younger ones are encouraged to count when clapping rhythms and beats in music. The subject is effectively led by an experienced and well - qualified co-ordinator whose commitment to raising standards in the subject is fully supported by all teachers. The co-ordinator monitors the teaching of mathematics and attainment and progress through scrutiny of the pupils' work.

SCIENCE

71. The results of the 1999 national science tests for eleven-year-olds were well above both the national average and the average for similar schools. The proportion of pupils achieving the higher levels of attainment was also well above the national average. The high levels of performance of pupils over the past three years have been consistently maintained.
72. Assessments at the end of Key Stage 1 in 1999 indicated that attainment was above the national average for both the expected level and higher levels. The inspection evidence, however, does not fully support these assessments. Whilst attainment at the end of Key Stage 2 is judged to be above national average, attainment by the end of Key Stage 1 is in line with the national average. Although standards are not currently as high as last year they have improved since the last inspection when attainment was found to be in line with the national average at the end of both key stages.
73. One significant reason for the differences in attainment in science is the lack of a coherence in long-term planning to ensure that the pupils build on their previous learning as they move through the school. Currently there is some repetition and therefore the pupils do not always develop and extend their previous learning at the rate they should.
74. During the course of the inspection, no science lessons were seen in Key Stage 1, but from a scrutiny of the pupils' work it is clear that they have appropriate experience of investigative science. They are able to record their findings pictorially or by simple diagrams, for example in their study of things that use electricity in the home. They know of the dangers of electricity and have considered other sources of energy such as wind and water. The majority of pupils understand how pushes and pulls act as forces and know that light comes from a variety of sources. The more able pupils show understanding of the effects of change on materials such as dough for making a pizza or stone to make a statue.
75. In Key Stage 2, planned activities are more formal and development of the subject more systematic. Work in all year groups is more closely related to the programmes of study of the National Curriculum and all the aspects are covered. The pupils' scientific knowledge is extended through work in Year 3 on the life cycles of frogs and butterflies, by looking at the effects of light on plant growth in Year 4, and in studies of the human body and its digestive system in Year 6. The pupils' investigative skills are also well developed through practical activities related to electricity in Year 4 and investigations of sound in Year 5. The making of simple circuits in Year 4 is further developed in Year 5 by the study of different types of switches and more complex circuits. In Year 6, the pupils have tested materials to find the best wick for a Diva lamp and recorded their results graphically using information technology. All these activities are evidence of a more systematic development of the subject and good progress in learning throughout Key Stage 2. The pupils with

special educational needs are always fully involved in practical science investigations and the good level of support they receive enables them to make good progress.

76. No direct teaching was seen in Key Stage 1. The teaching in Key Stage 2 is good. This ensures that pupils work to the best of their ability. The teachers' subject knowledge is secure and used well to interest and enthuse pupils in learning. Clear lesson objectives are conveyed to pupils so that they know what it is they are expected learn. Most pupils respond positively to the confident manner of teachers and the challenge of activities maintains their interest. As a result there is a brisk pace to learning in many lessons. The pupils' skills of observation and investigation are well developed by the end of the key stage and in a lesson observed in Year 6, they responded very well to the challenge of devising their own experiment to find out which was the strongest magnet out of five different types. Six different groups devised six different ways of testing the hypothesis and all worked well together to overcome the problems they encountered. This response to challenge was a characteristic of the better lessons observed, along with the good planning and use of resources to involve and interest pupils. Homework is set to build on learning in lessons and this helps to develop further the knowledge and understanding of pupils.
77. The subject is led by two co-ordinators, one from each key stage. Their recent focus has been on the development of resources for the teaching and learning of the subject. Within the current school improvement plan the school has set a target to improve standards in science particularly at the end of Key Stage 1. Although some monitoring of teaching has taken place there is no systematic checking of the standards of the pupils work to ensure that they are progressing at a consistently good rate and attaining the levels they should.

ART

78. Standards in art have improved since the last inspection. The quality of the pupils' work is now generally in line with that expected in both key stages, and some is of good quality. The use of sketchbooks has been beneficial to the development of the pupils' ability to recreate form and tone in Key Stage 2. In Key Stage 1, the stimulus for pattern work based on woven fabrics from Ghana has sharpened the pupils' observation skills and raised their awareness of colour and design. The work of a good range of artists from a variety of cultures, prominently displayed around the school, has served to raise the pupils' visual awareness.
79. In Key Stage 1, the pupils have experienced colour mixing activities and are developing skills in using a range of media such as pencils, pastels, crayons and chalks. They know that the addition of materials such as sand or glue changes the consistency of paint. They have been able to explore and experiment with a variety of collage materials such as card, paper, wool and fabrics, for example, to create self-portraits. Good quality work is produced when the pupils are given some freedom to select materials and techniques and when there is evaluative discussion of the work in progress.
80. The pupils' progress in Key Stage 2 is more rapid than that in Key Stage 1. This results in some good quality work, for example, in using watercolours to imitate the work of Turner or pastels to produce still life drawing in the style of Courbet. The pupils' awareness of tone and form progresses as a result of well focused discussion about the work of famous artists. Older pupils are successfully practising their skills for reproducing perspective.
81. The teaching is satisfactory overall. However, in Key Stage 1, there is sometimes inadequate discussion about the quality of the pupils' work to motivate them to rework and improve it. At times, the needs of topic work supersede the systematic development of skills and limit the opportunities for pupils to select media other than pencil, paint and crayon. At all levels, the

teachers prepare materials efficiently so that no time is lost for the pupils to engage in their activities. The school has adopted an externally produced scheme of work that includes a far richer range of activities than those currently being undertaken. There are some weaknesses in the planning for the continuous development of the pupils' skills arising from the way the school uses the scheme.

82. The pupils approach their work enthusiastically and often with a high level of sensitivity. Older pupils have a good critical vocabulary for discussing work in art. They appreciate opportunities to participate in art competitions and to be involved in local art projects and working with artists.

DESIGN AND TECHNOLOGY

83. The quality of the pupils' work has improved considerably since the school was last inspected. Although only one lesson and a small sample of work was seen, it is clear that by the time the pupils reach the end of Key Stage 2 the quality of their work meets and sometimes exceeds the expected level. The pupils work with a range of materials including textiles, electrical and food. Their past work shows that they are able to plan, explore joining techniques and make evaluations of both their designs and their finished products. A particular strength of the lesson seen was the way in which the teacher utilised the pupils' scientific knowledge of circuits to set them tasks that allowed them to make preliminary explorations for their designs for an electrical toy. In this lesson, the teaching was very good. The pupils were set a number of challenging targets to make circuits to light the eyes on a mask, make them blink together and individually. The pupils worked well in small groups to successfully solve these problems. The teacher extended their learning by good questioning and thoughtful discussion which focussed on the types of circuits used in commercially produced electrical toys.
84. In Key Stage 1, the pupils have designed waistcoats using African patterns, sandwich fillings and pop up puppets. The quality of work is in line with that expected of pupils of this age.
85. The improvements in the quality of work in design and technology are the result of in service training and the support provided by the co-ordinator. Whilst the subject is well managed and the teachers' plans show that a good range of opportunities is provided for the pupils, there is no systematic monitoring of the quality of the products made by the pupils.

GEOGRAPHY AND HISTORY

86. During the course of the inspection neither geography nor history was taught in Key Stage 2. One lesson in each subject was observed in Key Stage 1. However, from talking to the pupils and scrutiny of the teachers' planning, the pupils' previous work and current displays, it is clear that the quality of the work in both subjects is broadly in line with the standards expected. The pupils make sound progress through a range of topics and themes that are well supported by educational visits and the work of actors and visitors to the school. The subjects are taught through a two-year cycle of topics that provides appropriate coverage of the places and times identified by the National Curriculum and a good range of opportunities for the pupils to develop both their historical and geographical skills.
87. An appropriate sense of chronology is developed in history through looking at 'Mums and Grannies who came to the school' in Year 1, and how toys have changed over time in Year 2. The pupils' knowledge of ancient civilisations and cultures is developed in Years 5 and 6 through their study of Ancient Greece. They also increase their understanding of Britain in the past through their research into the Tudors and the Victorians. In geography Year 4 pupils have looked at things grown around the world, while Year 5 and 6 pupils have had a visit from the 'Ecobus' which considered alternative energy sources. Throughout the school, there is a strong emphasis placed on the environmental

awareness and this is transferred to everyday activities where the pupils collect, for example, empty printer cartridges for recycling. This is a particularly strong aspect of the pupils' geographical education that also influences their social and cultural development.

88. In the lessons seen in Key Stage 1, the teaching was satisfactory. In Year 1 the teacher successfully introduced the pupils to the notion of recording the position of objects to create a simple plan. She managed the pupils well and made particularly effective use of the classroom assistant to support those pupils who were experiencing difficulties drawing the objects to create a plan. In Year 2, the teacher made very good use of artefacts to develop the pupils' understanding of chronology through a well focussed discussion on the different ages of four teddy bears. However, the use of a simple worksheet did not provide the pupils with an adequate opportunity to extend and develop their writing skills. This illustrates the lack of opportunity for pupils to write across the curriculum in Year 2.

INFORMATION TECHNOLOGY

89. Standards in information technology are similar to those found in many primary schools. Most pupils attain the expected level by the end of each key stage. Many have access to a computer at home but at present their knowledge and skills are not being sufficiently extended through a wide range of tasks across the curriculum. The school's current hardware limits the range of opportunities it can offer but plans are well underway to develop a computer suite that will provide the teachers with a golden opportunities to make challenging and effective use of information technology right across the curriculum.
90. By the end of Key Stage 1, the pupils can enter and modify both text and images. The youngest pupils, for example, successfully control the mouse to create images of flowers within a painting program. In Year 1, the pupils use carefully chosen programs to supplement their work in the numeracy. In Key Stage 2 the pupils make appropriate use of word processing to layout their poems and the older pupils can merge text and images. In Year 4 the teacher is providing the pupils with good opportunities to develop correct keyboard skills that will aid both the accuracy and speed with which they can enter text. In Year 5 the pupils knowledge of computer control in every day situations is good and through their use of programmable toys they are extending their understanding of how computers control devices. In Year 6 the pupils use spreadsheets in mathematical investigations and are able to generate graphs and pie charts from data. Currently, they are also learning how to write procedures in LOGO.
91. In the information technology lessons seen the teaching was satisfactory in Key Stage 1 and good in Key Stage 2. The teaching is more effective in Key Stage 2 because the teachers offer the pupils shorter sharper lessons that moves their learning along at a good pace. However, in the only lesson seen in Key Stage 1 the teaching input could have been made in a shorter time. Nevertheless, the pupils did learn new skills and gained a better understanding as a result of the lesson.

92. There is a co-ordinator for information technology in each key stage. They are managing the current situation well and planning the development of the information technology suite carefully. At the moment the information technology curriculum is planned using the national scheme of work but the links to the schemes of work in other subjects have not been clearly identified by the teachers. The exciting developments within the school and the introduction of Curriculum 2000 provide the co-ordinators and the teachers with the opportunity to ensure that the pupils build rapidly on their existing skills and knowledge through a wide range of interesting and demanding tasks.

MUSIC

93. Activities in music are largely based on performance and appraisal through listening to music. There are some opportunities for composition but the school recognises that they could be enhanced. Overall, standards in singing are above average. The repertoire progresses well as pupils move through the school. In Key Stage 1, the pupils can sing expressively, recognising how to produce loud or soft phrases. During a period of school worship, the pupils performed well together to sing a hymn in rounds. Recorder playing is well established. Even pupils in Year 2 play a range of notes confidently and co-operate well to play well-known tunes. Both singing and instrumental playing are a strong feature of the school productions. Parents commented very favourably on the quality of performances.
94. The quality of teaching is satisfactory overall. Towards the end of Key Stage 2, however, a greater proportion of specialist teaching raises standards and accelerates the progress made by pupils. The teachers make good use of radio programmes but they are limited as a resource for the teachers in developing more imaginative composition work. There is a good variety of music available for appraisal. For instance, in a Year 6 class, the pupils listened and responded imaginatively to music by Mussorgsky, and the pupils in Year 3 reacted in a similar fashion to some African music. The teachers are keenly aware of the value of music in fostering the pupils' spiritual and cultural development.
95. The co-ordinator provides good support for her colleagues who work hard to provide broader opportunities for the pupils to make music together. There are valuable occasions when pupils sing with a local church choir and when they listen to a range of visiting music groups.

PHYSICAL EDUCATION

96. The youngest pupils in Key Stage 1 are achieving satisfactory standards of performance in dance. They successfully interpret and move like 'Tom's Cat' by curling, stretching, balancing, creeping and eventually pouncing. The youngest pupils in Key Stage 2 show good control of their movements and are able to sequence a series of jumps, for example, and then evaluate their own performance. The pupils in Key Stage 2 are taking swimming lessons at the local Leisure Centre this term but all pupils have opportunities to use the school's outdoor swimming pool during the summer term. As a result, the school reports that almost all of the pupils are able to swim at least 25 metres by the age of eleven, and most are confident swimmers who swim much further. During extra-curricular activities, the older pupils displayed good ball skills in both football and netball but no games lessons were seen to allow a judgement to be made about overall standards or to evaluate the extent of improvement since the last inspection.
97. In the lessons seen, the teaching was satisfactory and the pupils progressed well because the teachers generated enthusiasm and moved the activities along at a sound pace. Occasionally, however, the periods of inactivity were too long. The teachers introduced a good variety of movements that the pupils were able to develop and extend. They were encouraged to carefully evaluate and improve

their performance. The teachers managed the lessons well, making good use of individual performances both to exemplify and evaluate the work.

98. The school has good accommodation for physical education. The multi-purpose hall is adequately equipped. There is also a large playing field and hard play area. The co-ordinator has just been appointed and is currently reviewing the scheme of work to aid the teachers' long-term planning.