

INSPECTION REPORT

STAUNTON AND CORSE CE PRIMARY SCHOOL

Gloucester

LEA area: Gloucestershire

Unique reference number: 115715

Headteacher: Mrs Rosie Miller

Reporting inspector: Barbara Crane
21227

Dates of inspection: 8th – 11th July 2002

Inspection number: 198822

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Gloucester Road Corse Staunton Gloucester
Postcode:	GL19 3RA
Telephone number:	01452 840240
Fax number:	01452 840240
Appropriate authority:	Governing body
Name of chair of governors:	Dr Paul Beckwith
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21227	Barbara Crane	Registered inspector	English, science, Foundation Stage, art and design, history, geography.	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13485	Paul Widdowson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
17969	Peter Brock	Team inspector	Mathematics, information and communication technology, design and technology, physical education, music, special educational needs, equal opportunities.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

SCHOOLhaus Ltd
Suite 17
BPS Business Centre
Brake Lane
Boughton
Nottinghamshire
NG22 9HQ

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This Voluntary Aided Church of England school is smaller than most primary schools. It has 116 boys and girls aged from four to eleven years. The pupils come from a wide area around the school and their attainment on entry is above that normally expected when they start at the school. Two per cent of the pupils take up their entitlement to free school meals, which is much lower than average. Almost all of the pupils come from white UK heritage families and all pupils speak English. About a fifth of the pupils have special educational needs, which is a similar proportion to most schools. None of the pupils has a Statement of Special Educational Needs. There are four classes and the headteacher takes a class for one day each week.

HOW GOOD THE SCHOOL IS

This school provides a very good education for its pupils and they do well. Standards are well above average in English, mathematics and science because of the very good teaching. The pupils have very positive attitudes to school and their behaviour is exemplary. The leadership and management of the school are very good. The school provides very good value for money.

What the school does well

- The pupils achieve well and their work reaches a high standard in English, mathematics, science and information and communication technology.
- The pupils' attitudes to school and their behaviour are excellent and they get on very well together.
- The teaching is very good and so pupils are very enthusiastic about learning and want to do well.
- There is an interesting and well-planned curriculum that builds upon what pupils already know and understand and also very effectively supports their personal development.
- The school is very well led by the headteacher, and all of the staff are clear about what needs to be done to improve in the subjects for which they are responsible.
- The parents express a high level of confidence in the school because it has developed a strong partnership with them.

What could be improved

- Teachers' expectations of pupils' presentation of work in Years 3 to 6 are not always consistent and this sometimes leads to untidy work with careless mistakes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the school was last inspected in 1997. Standards and teaching have improved. Curriculum planning now underpins teachers' planning for lessons very effectively and the children's learning in the Reception year is now well supported. The pupils' work in art now reaches the expected level for their ages. The school now gives better support for pupils' personal development by providing more opportunities for pupils to use their initiative and organise their work. The school's planning for development, setting targets for improvement and checking how well it is doing have all improved.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	C	D
Mathematics	A	A	B	C
Science	A	A	C	E

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

These results relate to the pupils who left the school in 2001. A small number of pupils take the tests each year and so the comparison of results between years is unreliable; however, results for the previous two years were much better than the national picture and also that seen in similar schools. Over a quarter of the pupils who took the tests in 2001 had special educational needs and they did as well as expected in English and better than this in mathematics. Results in science were weaker and the school's analysis of the reasons for this revealed that the over-emphasis on investigative work resulted in gaps in scientific knowledge. This has been fully resolved through adaptations to the curriculum. The trend in the school's performance has kept pace with the national trend and the school meets its targets. On the basis of the work seen now, standards in English, mathematics, science and information and communication technology (ICT) are well above average by the ages of seven and eleven. By the end of the Reception year, the children exceed the goals for their age in all of the areas of learning. Pupils of all abilities, including those with special educational needs, achieve well. The pupils' work in history, geography and music is better than expected for the pupils' ages and their work meets expectations in all other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. The pupils show a high level of interest in their work and they want to do well.
Behaviour, in and out of classrooms	Excellent. The pupils respond very well to the school's high expectations of them and behave very responsibly.
Personal development and relationships	Very good. The pupils gain confidence, use their initiative and work very well together. Their relationships are excellent.
Attendance	Very good. Pupils are keen to come to school and arrive punctually, ready to work.

Pupils enjoy school and work enthusiastically. They take advantage of the opportunities it gives them to learn, understand others' needs and work together. Pupils of all ages, backgrounds and abilities work and play happily together in an atmosphere of mutual respect. They know what they need to work on next and enjoy the challenges presented by the teachers. Pupils are quick to organise themselves and generate ideas confidently, listening to others' views and taking these into account.

TEACHING AND LEARNING

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

Teaching is very good and meets the needs of all pupils very well. Teachers' high expectations of work and behaviour lead to a hard-working atmosphere in classrooms and enthusiastic learning by the pupils. Teachers plan interesting and lively lessons that challenge the pupils to think and use their ideas. Pupils offer their opinions confidently because they know that teachers value them and other pupils will listen carefully. Support staff have a clear understanding of how to help pupils because they work closely with the teachers. Teaching in English and mathematics is very good and the basic skills are very well taught so that pupils have a firm foundation upon which to build. Pupils use their skills in literacy and numeracy very well in lessons such as science, history and geography. They use computers naturally to help their learning because they have been taught the skills effectively and teachers plan very good opportunities for pupils to use them in lessons. The needs of pupils with special educational needs are very well met and so they learn at a good rate. Teachers' expectations of pupils' presentation of work are not always consistent and so there are some occasions when pupils' work in Years 3 to 6 is untidy and they make careless mistakes in spelling and punctuation that detracts from the overall quality of their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Pupils' skills, knowledge and understanding are carefully built through the school's very good planning. A very good range of activities outside lessons supports the pupils' learning and personal development.
Provision for pupils with special educational needs	Very good. Pupils' needs are quickly assessed and well met through the very good support given by teachers and classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good provision for pupils' social development enables them to develop tolerance and co-operation. The school's firm framework for guiding their understanding of what is right and wrong ensures that they make the right choices. The pupils have good opportunities to reflect on their feelings and understand different cultures.
How well the school cares for its pupils	A good level of care is provided. The staff know the pupils well as individuals and give them good advice and support.

The teachers check how the pupils are doing very carefully and use the information they gain effectively to pinpoint what needs to be done to help pupils improve. The school has a very good partnership with parents. The school is very much at the heart of its community and uses resources in the locality very well to support pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's vision for the school is firmly based on the school's Christian principles and is very well reflected in the school's daily work. The teachers manage their areas of responsibility very effectively because they check what needs to improve and then plan to bring this about.
How well the governors fulfil their responsibilities	All responsibilities are carried out efficiently and the governors provide good quality support for the school. They visit frequently to find out what is happening in the school and have a clear idea of where the school is doing well and how it can improve.
The school's evaluation of its performance	Very good. The school looks at its performance closely and works diligently towards the targets it sets for improvement.
The strategic use of resources	Very good. The school plans well to use its resources to provide support for pupils and make sure that their progress is good. The governors are very good at checking that they get value for what they spend.

The staff work very well as a team and willingly share their expertise so that the quality of their teaching improves. This has been a major factor, for example, in improving standards in ICT. The school's staffing, accommodation and resources are good. The outdoor facilities are excellent and fully used to support pupils' learning and provide interesting areas and activities for pupils' play.

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 enjoy school and make good progress. • Children's behaviour is good and they become more mature and responsible. • The teaching is good and children are expected to work hard and do their best. • Parents find the staff approachable. • There is plenty to interest pupils outside lessons. • The school is well led and managed. 	<ul style="list-style-type: none"> • A few parents feel that the quality of information about children's progress could be improved.

Inspection evidence supports all of the parents' positive views. The concern over the quality of information about pupils' progress is also supported to some degree. The written reports that parents receive about how well their children are doing vary in quality. Some are very good but others lack precise information about what children need to work on next. The school recognises this and plans to resolve it.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The trend in the school's performance has kept pace with the national trend and the school meets its targets. The comparison of pupils' results between years is unreliable because a small number of pupils take the tests each year. The eleven year old pupils' performance in 2001 was lower than in the previous two years, when results were much better than the national picture and also that seen in similar schools. However, over a quarter of the pupils who took the tests in 2001 had special educational needs and they did as well as expected in English and better than expected in mathematics. The pupils' results in science were weaker and the school looked closely at the reasons for this and identified that the over-emphasis on investigative work resulted in gaps in pupils' scientific knowledge. The school has fully resolved this through adaptations to the curriculum.
2. On the basis of the work seen now, standards in English, mathematics, science and information and communication technology (ICT) are well above average by the ages of seven and eleven. Pupils of all abilities, throughout the school, including those with special educational needs, achieve well. The pupils do well because of the very good teaching that ensures that the work for pupils builds very well on what they already know and understand. The skills that pupils learn in one subject are very effectively used to support their work in other subjects because teachers make sure that pupils see the connections between the work and the relevance of their skills and knowledge. Pupils with special educational needs make good progress with their learning because their individual needs are identified early and thereafter supported effectively through the close supervision that they receive from both teachers and teaching assistants.
3. Pupils make good progress in all aspects of English. They speak confidently because they know that everyone will listen to their opinions and value what they have to say. They listen carefully to other pupils' contributions to discussions and take into account what is said, often modifying or justifying their ideas and opinions in the light of what others say. Pupils' writing reaches a very good standard because they have been taught the basic and more advanced skills very well. Pupils know how to adapt their writing to suit different purposes, such as an explanatory or persuasive text and quickly decide which is the best way to present their work. The pupils' handwriting is usually neat and their spelling is accurate. There are some occasions, however, when the presentation of the pupils' work in Years 3 to 6 slips because teachers' expectations are not consistently high. This leads to some untidy work, with careless mistakes in spelling and punctuation. The quality of presentation in Years 1 and 2 is more consistent and reflects the better consistency of teachers' guidance and expectations. Standards in reading are very good because teachers give a high priority to developing pupils' skills and engender an enthusiasm for reading for pleasure and a sense of excitement at finding out more about topics. A group of Year 4 pupils read a playscript together in one lesson, for example, with evident pleasure and increasing attention to expression, pace and phrasing through the teacher's good guidance. Pupils use their skills in literacy very effectively in other subjects, such as history and science.
4. Standards are very good in mathematics and pupils make good progress because of the very good teaching. The pupils have a high level of enthusiasm for mathematics and are quick and accurate with numbers. By the time pupils leave the school, they confidently use mathematical terms such as 'inverse operations' and know how to use these to check their answers. They can explain clearly why they decided to work out answers in a particular way and how they could have done this differently. They have a very good understanding of the relationship between fractions and decimals and know how to plot co-ordinates in all four quadrants. Pupils measure accurately, for example, when reading a thermometer in science. The pupils bring their mathematical knowledge to bear very effectively when they solve problems, and enjoy the challenging work.

5. Pupils make good progress in science because of the effective planning to extend pupils' scientific knowledge and the very good opportunities that pupils have to try out their ideas. As a result of these factors the pupils make good progress. Pupils quickly generate ideas about why things might happen or how they can test their ideas because they have been taught to think logically about what they already know. This was well demonstrated, incidentally, when a group of Year 2 pupils were investigating a box camera in a history lesson and explained that the "the light bounces back so that you can see what is opposite." The pupils know how to make a test fair and they are good at interpreting the data that they have collected to find patterns from which they can draw conclusions.
6. The pupils make good progress in ICT and use it very competently and naturally to aid their learning and to present their work because the teachers plan good opportunities for them to practise the skills they have learned. In a Year 5/6 science lesson, for example, pupils decided how to record their results from an investigation and how they could best present these in a table. These pupils also used a laptop computer linked to an interactive whiteboard to explore how to enter data into cells in a spreadsheet and they knew the correct keys to use in entering formulae.
7. The pupils' work in history and geography is better than expected for the pupils' ages because of the breadth and depth of their knowledge. A real strength in the pupils' work is that they use their previous knowledge in both subjects very effectively to explore their ideas when they meet new work. In music, pupils' skills in both composition and appraising music are better than expected for their ages at seven and eleven years. The pupils' work meets the expectations for their ages in all other subjects.

Pupils' attitudes, values and personal development

8. Attendance at the school is very good and this makes a positive contribution to the standards reached by pupils. Pupils' attitudes towards school are excellent. They show a high level of interest in their work and thoroughly enjoy coming to school. Pupils concentrate very well in lessons and the development of their ability to listen and to respond effectively is very clear to see as they progress through the year groups. They apply themselves willingly to the task in hand. Pupils respond well to challenges as with their work on spreadsheets in ICT lessons. They learn from their mistakes and quickly find reasonable solutions to everyday problems. Pupils learn to persevere with a task even when the solution is difficult to find and this is a direct result of the high quality of teaching that focuses on developing pupils' independent study habits during the course of the year.
9. The quality of pupils' behaviour in and around the school is excellent. They are courteous and trustworthy and treat each other with respect during the course of the day. In lessons, pupils regularly help each other in a quiet and understanding way and take it for granted that this is the way that relationships should be. Again, this is a direct result of the school's unobtrusive but very effective approach to behaviour management. All teachers have high expectations of how pupils should work together and behave towards adults and other pupils. Teachers set very high standards for themselves, both in the way that they respond to each other and in the positive way in which they respond to pupils. As a result, the harmonious and constructive atmosphere within the school is a credit to all. There have been no exclusions during the past year.
10. Pupils' personal development is very good indeed. Teachers encourage pupils to develop ways of working and thinking for themselves from the Reception class onwards. They learn to select their own equipment and materials when working in a number of subjects of the curriculum and to reason out possible solutions for various problems that arise, as in their work in mathematics, design and technology and science in particular. Pupils are encouraged to talk in front of the class, to voice their opinions on a number of issues, and they do this very well. They take responsibility for various areas of school life such as milk distribution and registers and are actively encouraged to organise themselves when arranging sports teams such as in football or in taking out and putting away equipment in gymnastic

work, for example. Pupils in all classes set their own targets for improvement in numeracy and literacy and discuss these individually with their teachers on a regular basis. Recently, a school council has been formed and is starting to have a positive impact on various aspects of school life.

HOW WELL ARE PUPILS TAUGHT?

11. The teaching is very good and much of it is outstanding. The consistent quality of teaching is a strength of the school and a major factor in promoting pupils' good progress and the well above average standards achieved. The teachers have a very good knowledge about what they teach and pool their ideas and share their expertise so that everyone benefits. Classrooms have a happy and hard working atmosphere in which pupils enjoy learning because of the warm, supportive relationships.
12. Teaching for the Reception children is very good because the basic skills are very well taught and the teacher knows the children very well. She recognises children who can go further in their work and plans appropriately to meet their needs as well as providing support for those who need extra help. This recognition of pupils' needs through careful checking on progress characterises the teaching in all year groups.
13. At all stages, the pupils with special educational needs learn very effectively because of the very good quality of teaching and the high level of support that they receive. Teaching assistants are guided effectively by teachers so that they know exactly what they are expected to do to help individual pupils with their learning. Average and more able pupils are suitably challenged and also learn at a good rate because they relish the opportunities to explore their ideas and use their initiative. When teachers organise pupils to work in mixed ability groups, they support each other very well because the teachers have high expectations of co-operation and behaviour. This is encouraged right from the start and so Reception children demonstrate the ability to organise their own games and make up rules when they play together in their outdoor area. Older pupils demonstrate a high level of maturity when they approach activities that involve solving problems or investigating in science because they are used to using their initiative and taking responsibility for their own learning.
14. The pupils want to learn because the lessons are interesting and teachers are enthusiastic. They know what they are going to learn because teachers give very clear explanations and often set what will be learned into context by briefly revisiting what went before. This often includes learning from a lesson in a different subject. An example of this was seen in an English lesson where the teacher used the pupils' knowledge from science very effectively to point out the irony of a piece of persuasive writing, 'Top tips for unhealthy living'.
15. Teaching in English and mathematics is very good. The basic skills are taught thoroughly and pupils have plenty of opportunities to use their skills in literacy and numeracy in other subjects. This means that pupils appreciate the relevance of what they have learned and are pleased with their achievements. In a science lesson, for example, pupils accurately measured the distances at which sounds could be heard and expressed these as decimals, such as 3.1metres.
16. Teachers also plan very good opportunities for pupils to use ICT as a tool to support their learning. This means that pupils gain a good understanding of how and when to use word processing, spreadsheets or combining text and pictures to help them produce work. They use the Internet and CD-ROMs very effectively to find information and because the teachers stress the need to be discriminating, discount what they do not need or poorer web sites.
17. An area for improvement in teaching is that teachers do not always have consistent expectations of how well pupils will present their work in Years 3 to 6. This sometimes means that work that is untidy and careless is accepted.

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

18. The quality and range of learning opportunities are very good. The school teaches all that it should and this includes personal, health and sex education as well as the dangers of misuse of drugs. As well as giving due priority to the teaching of English and mathematics, a very good breadth of learning is achieved by a good balance of other subjects. The school's strategies for the teaching of numeracy and literacy are very good. These are supported through regular meetings where teachers discuss problems and successes and any necessary adaptations. Curriculum planning has improved markedly since the last inspection when there was a lack of long-term planning to underpin the teachers' delivery of the National Curriculum. There are now good schemes of work for all subjects of the curriculum and this is having a positive effect on the way in which pupils' learning is continuous and progressive.
19. The provision for pupils with special educational needs is very good. Individual education plans are prepared and reviewed on a regular basis by the co-ordinator for special educational needs in conjunction with class teachers. These plans are of high quality and they identify specific approaches to be followed and set appropriate dates for review on a regular basis. Parents are encouraged to be involved in the development and review process for their children and many take advantage of the opportunity to do this.
20. There is a very good range of extra-curricular activities. This includes French, art, dance, recorders, football and netball. All teachers take on at least one extra activity each year and often more than this. The school ensures that equality of access and opportunity is provided for all pupils to choose and participate in, regardless of their aptitudes, or physical and other differences.
21. The school plans well for the personal, social and health education of all pupils. This is primarily because all staff – including non-teaching staff – work together very well as a close-knit team. They make full use of staffroom discussions to keep abreast of all pupils' progress in various aspects of school life. Opportunities for pupils to participate in various activities within the school are closely monitored to ensure that all have the chance to succeed in one form or another.
22. The school makes very good provision for the pupils' social and moral development. This is brought about by providing a clear framework of rules that are well known and respected and by giving pupils many opportunities to work and play together. Pupils learn tolerance, patience and the ability to resolve differences without conflict because the adults help them to understand that these attributes create a harmonious community. The pupils show pride in their school and the contributions they make to helping it run smoothly, including recognising the needs of others. In assemblies, for example, pupils quickly offer hymn books to visitors so that they are able to join in. There is good provision for pupils' spiritual and cultural development. Pupils are often asked about their feelings in response to music, art or the natural world. Their diaries about the observations they made when a camera was placed in a rook's nest in the school grounds show a sensitive appreciation of the natural world. Teachers provided good opportunities for the pupils to think about and come to terms with the destruction of the nest through gales. The strong Christian principles that are central to the school's aims are clearly reflected in its everyday life. Pupils are helped to understand different cultures through their work in art, music, history and geography. The school has established a link with a school in India and the pupils have had the opportunity to correspond with pupils there. Through the study of religions other than Christianity, pupils learn about different beliefs. The school is also part of the Comenius Project, which seeks to widen pupils' experience of other cultures, and further links are planned with a school in South Africa.
23. The community makes a very good contribution towards the quality of pupils' learning. There are many examples of parents' involvement in the life of the school that enhances the quality of education that pupils receive. Examples include the gardening club taken by a grandparent and the involvement of local people in the construction of the pond and wildlife area. The school is a welcoming focal point for the

community, and the Golden Jubilee celebrations were held within the school grounds. Visits and visitors to the school add to the success of the learning opportunities provided for pupils. They include links with senior citizen groups and comprehensive residential trips for pupils in Years 3 to 6 each year. The school has very good links with other institutions, including the local secondary and nursery school and a special school in nearby Cheltenham. A pre-school group meets in the school and children can play with main school pupils during playtimes and join in with story time. The school shares an ICT technician with other schools and is also supported effectively by local businesses. For example, a local artist was funded through the local business partnership and other businesses sponsored the football and netball team kits.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

24. The school provides a safe and caring environment and this creates a very good learning environment for all pupils regardless of their gender, background or ability. There is an effective health and safety policy and the governing body carries out risk assessments every term. Any necessary action is well monitored. Health and safety responsibilities are well known and effectively carried out, with a monthly timetable, which details exactly what action is required to be taken. Supervision and care at playtime are very good and ensure a friendly and secure playtime for all pupils. The school has an effective child protection policy and the person responsible has received appropriate training.
25. The school has an effective behaviour policy with a clear system of rewards and sanctions that are applied consistently throughout the school. The very good procedures for monitoring and promoting good behaviour ensure that the school functions as an extremely orderly community where pupils learn well. There is a good anti-bullying policy with clear and effective procedures in place for handling any incidents. All reported incidents are monitored by the headteacher. As a result, bullying is not perceived as an issue by parents, pupils or teachers.
26. The school provides very good support and guidance for all its pupils including those with special educational needs. Pupils with special educational needs are encouraged to take a full part in lessons and both teachers and pupils learn to have patience to deal with their particular needs. Careful and regular records are kept of pupils' progress and these are reviewed at set times in conjunction with the special needs co-ordinator, with class teachers and with parents who wish to attend. The special needs co-ordinator reviews pupils' plans at a minimum of once per term and sometimes more often when new pupils are added, according to need.
27. Pupils' personal development is very good and they are given the opportunity to be independent from an early age. Pupils are encouraged to select their own materials and equipment in lessons and all have individual classroom responsibilities. Pupils are involved in running their class assemblies and the older children supervise the younger children during wet play and at playtime. The paired reading scheme encourages the older children to take responsibility for younger children and this helps develop and strengthen relationships. The recently introduced school council is working well and not only develops self-confidence and a sense of responsibility but also gives pupils a sense of ownership of the school.
28. Teachers know the pupils very well and their progress in work and their personal development is very effectively monitored on an informed basis. There are very good procedures for checking how well pupils are doing in their work. The teachers' detailed assessments are very well used to pinpoint areas that need to be worked on next and to set targets for groups and individuals. The very good planning to meet the needs of individuals, on the basis of assessments, ensures pupils' good progress. Relationships between pupils and between pupils and staff are very good and pupils are confident to approach staff with any problems or concerns they may have. Mutual respect between pupils and staff is very evident during lessons and impacts on the very good learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

29. The school has a very good relationship with parents, which has a positive impact on the quality of pupils' learning and the very good progress the pupils make. The overwhelming majority of parents are very supportive of the school and feel that it provides their children with a very good education in a safe and caring environment.
30. The school provides good quality information for parents through the school brochure, the governors' annual report to parents and regular newsletters. The pupils' annual school reports provide good information on pupils' attainment and progress in the core subjects but in some classes the quality of information on other subjects is restricted to what has been taught during the year rather than what pupils have learnt.
31. There are termly meetings for parents, which are very well attended and which provide ample opportunity for parents to discuss attainment and progress with the class teacher. Curriculum evenings have been held for literacy, numeracy and ICT and this year the school plans a general curriculum evening covering all subjects. In this way parents are kept well informed about what pupils are taught in school.
32. About ten parents and grandparents regularly help in school, particularly hearing pupils read, and many others are always willing to help on school trips and educational visits. A number of parents and other members of the local community are also involved in developing and maintaining the school grounds. The orchard and the pond are two very good examples of how this has made a significant contribution to improving the excellent outdoor educational facilities at the school. Support with homework is very good and information on homework is always sent home with the children so that parents can provide appropriate help. The contribution that parents make to pupils' learning, both in school and at home, has a significant impact on the good progress pupils make.
33. Parents are encouraged to contact staff if they have any problems or concerns and relationships between teachers and parents are very good. Parents are relaxed and comfortable when in school and this is particularly apparent when parents of the younger children bring their children into school in the morning.
34. There is a very strong Parents and Friends' Association that raises funds through a range of social and other activities. The money raised has been used effectively to improve educational facilities at the school through the purchase of computer equipment, musical instruments and books. The school responds very well to parents' views and as a result of a pre-inspection questionnaire sent out by the school a number of issues raised have been addressed. Parents' views are also regularly sought through informal contact. This very good relationship between parents and the school encourages parents to be involved in school activities and to share their views and opinions on issues affecting their children's education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

35. The leadership and management of the school are very good. The headteacher provides a very good steer for the school's work in raising standards and ensuring that improvements are brought about in teaching and learning. She is well supported in this work by all of the staff, who are clear about their roles and responsibilities in managing subjects and work hard to check what is happening. This is a good improvement since the last inspection, as is the improved planning in the curriculum to ensure that pupils' learning is well supported through schemes of work. Teachers look at how well colleagues are teaching and offer advice and support to bring about improvements. A very good climate of reviewing how well the school is doing has been established.

36. The headteacher also gives strong support for the school's vision that is firmly grounded in the Christian principles that underpin its daily life. All of the staff give a high priority to pupils' personal development as well as their progress in work. The school's calm and purposeful atmosphere, in which pupils feel valued and encouraged to develop individual ideas and initiative, springs from the good lead given by all the adults who work in the school.
37. The school has very good systems for appraising teachers and building in targets for improvement. The governors set targets for the headteacher and check that these are met. Staff who are new to the school are very well supported; for example, the new secretary is undergoing a good planned programme of training that is enabling her to quickly get to grips with her role and enabling the headteacher to concentrate on teaching and management tasks. There is also a good, comprehensive staff handbook that gives guidance to teachers and other support staff. The school makes very good use of ICT to support its administration and pupils' learning.
38. The close analysis of pupils' performance has led to a good improvement in standards. The staff work very effectively as a team to establish what needs to be done and they work together to make sure that initiatives are successful. This is evident in improvements in writing, in pupils' speed in mental calculation in mathematics and in their breadth of knowledge in science. The priorities in the school's very good planning for development are driven by the teachers' careful analysis of areas for improvement. All staff contribute to the planning and parents' views are taken into account where appropriate.
39. The provision for pupils with special educational needs is very well managed and is a positive factor in pupils' good progress. Governors are well informed and take a close interest in provision. The school's initiative in targeting groups of pupils of different abilities and with diverse needs has paid dividends and has resulted in good equality of opportunity and progress for all pupils. The staff freely share their expertise and this has led, for example, to better standards in ICT. Resources for ICT are well used and readily available to pupils in lessons. This ensures that the school gains very good value for money from its investment in ICT equipment.
40. The hardworking governing body provides good support for the school and they visit frequently to find out more about its daily work. The headteacher and subject managers keep them well informed and governors also report back their findings after they have visited classrooms. Finances are well controlled and money, whether in the school's general budget or through specific grants, is well spent to support improved learning by pupils. The governors ensure that they are getting value for their expenditure by looking at pupils' results and progress over time. Governors know what the school needs to work on next and how this will be achieved.
41. The school's accommodation is good and due to improve through imminent extensions to the smaller classrooms. This will be funded partly through additional grants but also from the governors' prudent financial planning. As a result of this expenditure, the school's carry-forward figure will decrease considerably this year. The school's outdoor environment is excellent and is very well used to support pupils' learning and personal development through adventurous and imaginative play. Resources are good and also well used. Examples of the positive impact of resources are seen in pupils' enthusiasm for reading and their frequent use of ICT. The staffing is good. Support staff are well used to give an extra boost to pupils' learning in areas that have been identified through the teachers' careful assessment of progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42. In order to build on its many strengths and further improve pupils' attainment, the school now needs to:

- Ensure that teachers' expectations of pupils' presentation of work in Years 3 to 6 are more consistent.
(Paragraphs 3, 17, 55, 81)

In addition, the governors should consider the following more minor point when drawing up their action plan:

- Ensure that the reports that parents receive about their children's progress are of a consistently high quality.
(Paragraph 30)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	9	11	2	0	0	0
Percentage	24	31	38	7	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three 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)	116
Number of full-time pupils known to be eligible for free school meals	2
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	21
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	6

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.6

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (92)	100 (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	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (100)	100 (92)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	9	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	13
	Girls	*	*	*
	Total	16	14	20
Percentage of pupils at NC level 4 or above	School	73 (92)	64 (83)	91 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	15	17
Percentage of pupils at NC level 4 or above	School	73 (83)	68 (83)	77 (92)
	National	72 (70)	74 (72)	82 (79)

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

* Because fewer than ten boys and fewer than ten girls took the tests in 2001 the numbers at each level are omitted from the tables, in line with the governors' reporting arrangements to parents.

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	115
Any other minority ethnic group	1

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)	5
Number of pupils per qualified teacher	23 : 1
Average class size	29

Total number of education support staff	5
Total aggregate hours worked per week	64

FTE means full-time equivalent

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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	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	2001/2002
	£
Total income	265940
Total expenditure	250139
Expenditure per pupil	2138
Balance brought forward from previous year	29199
Balance carried forward to next year	45000

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	116
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	2	2	0
My child is making good progress in school.	57	41	2	0	0
Behaviour in the school is good.	53	47	0	0	0
My child gets the right amount of work to do at home.	31	63	4	2	0
The teaching is good.	53	43	2	0	2
I am kept well informed about how my child is getting on.	57	33	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	33	6	0	0
The school expects my child to work hard and achieve his or her best.	57	43	0	0	0
The school works closely with parents.	35	57	6	0	2
The school is well led and managed.	47	45	6	0	2
The school is helping my child become mature and responsible.	47	53	0	0	0
The school provides an interesting range of activities outside lessons.	55	43	0	0	2

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

43. There has been good improvement in the provision for the school's youngest children since the last inspection. The Reception children are taught in a class with some Year 1 pupils. When they start at the school, the Reception children's attainment is generally better than expected for their age. The teacher ensures that children's varying needs are properly planned for, and takes good account of their different abilities. As a result, children make good progress in the Reception Year in all of the areas of learning and by the time they start in Year 1 the children's attainment exceeds the goals set for their age. The teaching is very good in all of the areas of learning and the teaching assistant provides high quality support because she is clear about what skills are being promoted through the activities that are planned. The basic skills are very well taught and, because the children enjoy the activities and are praised for their efforts, they are eager to learn.

Personal, social and emotional development

44. The children make good progress in this area of learning because the teacher plans very good opportunities for them to play and work together. The children respond very well within a framework of high expectations of behaviour, politeness and co-operation. They are keen to help each other and boys and girls of all abilities and backgrounds get on well together. In the home corner, for example, children make up scenes where they act out parts that are amicably agreed and well sustained. One group enacted a domestic scene where some prepared a packed lunch for those who were going out to school or work. They listen carefully to the adults and each other and wait patiently for their turn when required.

Communication, language and literacy

45. The teaching is very good and so the children make good progress in all aspects of this area of learning. The classroom has plenty to stimulate the children's interest in reading and writing. Children are encouraged to talk to each other about what they are doing and explain their work for the class. As a result, the children speak clearly and confidently, for example, when explaining what happened on their visit to the seaside and how they have created 'rock pools' in a display about the visit. All of the children have well-organised book bags with reading books and library books. They are keen to listen to stories and to read themselves and parents give good support for this at home. Most children recognise a good number of familiar words and know the sounds of letters so that they can have a go at working out those that are not immediately recognised. They also use their knowledge of sounds very effectively to build words when they write. Most children form letters correctly when they write and their writing is of an even size with good spacing. Those who need more practice receive intensive support from the teacher who checks their progress carefully as she watches them write. The children eagerly take part in spelling games and they enjoy spotting the deliberate mistakes when the teacher makes these on the whiteboard.

Mathematical development

46. The very good teaching leads to good progress for children of all abilities. The fast-paced introductions to lessons ensure that children remain alert and interested in the activities. The teacher's questions are pitched at just the right level to challenge the child who is asked and because children often get the answer right they are delighted to be asked. The teacher's very good organisation ensures that children of all abilities are well supported in independent work, either through written instructions, adult help or computer programs. Most children can count up to and back from 20 and several go further than this. Most can work out what is one or two more or less than a given number under 20. Several can count in

tens and fives. Children know the names and properties of a good range of shapes. All children can sequence events and most can read a clock face that shows the hour. They know the difference between an analogue and a digital clock. The teacher promotes the children's understanding of language very well and so they use mathematical terms when they explain what they are doing.

Knowledge and understanding of the world

47. The children make good progress because of the very good teaching. The classroom is filled with interesting things to explore and prompt children's questions. The teacher makes learning about the world fun but also ensures that the children's understanding of language and skill at asking the right questions are very well promoted. This means that children readily offer explanations of why things happen or are as they are because they remember what they have been taught and how to find out more. When looking at a display of historical artefacts, for example, children knew what each was used for and whether some had modern equivalents. One child explained that a flat iron was "heated on the fire or the cooker because it did not use electricity". The children know that a digital alarm clock needs to be plugged in but that most analogue clocks work by a battery. The teacher plans very good opportunities for children to work with computers and sets the programs at different levels of difficulty so that children's needs are met and they enjoy the challenge. One child made very rapid progress in the speed at which he positioned the cursor on an icon and clicked to enter his choice because the teacher had speeded up the program for him. Although he found this hard at first, he persevered and was delighted by the end of the session at his increased score on the phonics game.

Physical development

48. Teaching is very good and so the children make good progress in this area. By the time they start Year 1 the children do better than expected for their age. They show good control in large and small movements, maintaining balance, being aware of space around them and working with tools such as scissors, pencils and paintbrushes. In a dance lesson, the children could make a shape with their bodies and hold this as a position at the start of a sequence of movements in which they moved rhythmically to music. Most children used their hands and feet sensitively to give fluency to their movements, and varied the levels at which they moved. All children finished their dance at the correct time, in a finishing position. When the children play outdoors they remember games that they have been taught and adapt these to make new ones. They throw and catch with an above average level of accuracy. The teacher coaches children very effectively to do their best and gently encourages better performance. The children are keen to please her and so try harder.

Creative development

49. There are plenty of well-planned opportunities for the children to express their ideas in paint, modelling, drawing and role-play activities. The teaching and the learning are very good and children make good progress because they are taught techniques and skills and then set free to experiment with them using their own ideas. The children model with clay and wire and mix paints to achieve the colours they want. They listen to music and can say how it makes them feel. Children play imaginatively in the classroom or the outdoor play areas and use language that shows they are taking a particular part. The adults give very good support but are careful not to stifle the children's initiative.

ENGLISH

50. Standards are well above average at the ages of seven and eleven years. This represents good improvement since the previous inspection. Pupils of all abilities achieve well in each aspect of English because:
- the teachers know what to teach and very effectively meet pupils' differing needs;

- pupils have very good opportunities to use their skills in literacy in other subjects;
 - the teachers check what pupils can do and set precise targets for improvement;
 - the subject manager checks what is working well and where there are areas for improvement.
51. A point for improvement is that:
- teachers' expectations of pupils' presentation of work is inconsistent in Years 3 to 6.
52. Teaching is very good and the basic skills are very well taught. Classrooms are lively environments where reading, writing and giving ideas and opinions as well as listening carefully to others are all seen by the pupils as enjoyable activities. Pupils do these things confidently because they have been taught well and they know that their efforts are valued. They speak clearly, with older pupils weighing up their ideas carefully before offering opinions. Pupils back up their ideas with reference to texts or what has been said before. Pupils' confidence is built by the way in which teachers listen seriously and value what is said. Good listening is encouraged very effectively and is demonstrated by even very young pupils. A major factor in this is the teachers' lively and energetic manner of delivery that grasps pupils' interest.
53. Teachers pitch the work at the correct level for different abilities. The pupils with special educational needs are well supported and so make good gains in learning in all aspects of English. More able pupils are given equally good support and many opportunities to try out their ideas in different forms of writing, which they do very well. Teachers check how well pupils are doing and use the information gained to set precise targets for individuals or groups. Pupils know what they need to work on next and are keen to improve because they can see how well they are doing.
54. By the end of Year 2 the pupils are competent readers who talk about their favourite stories and poems. In an excellent lesson with Year 1 and 2 pupils, the teacher's very good explanation and questions quickly enabled them to grasp the idea of a parody. The pupils could not wait to get started on the work because the teacher skilfully built their anticipation and involvement in the introduction. They were dismayed when they found a sentence in the story that started with 'and'. Nearly all pupils recognised the author's name from a previous favourite book of poetry. The pupils use their knowledge of letter sounds and the sense of the sentence very well when they read; one pupil, for example, worked out 'superstitious' using these techniques. Pupils write neatly, introducing characters and sustaining a plot in which they use a good vocabulary.
55. By the end of Year 6 the pupils have built a considerable armoury of skills in English that they use readily in other subjects such as history, geography or science. The teachers plan very good opportunities for them to do this and so pupils can see the relevance of their learning and further practise their skills. In Year 3, for example, pupils write notes when they research information about the Vikings and they write a chronological account of a field visit in geography. The pupils read accurately and with very good expression. They understand what they read and gather information very efficiently. Year 6 pupils express preferences for different types of books and often recommend authors to classmates. Year 4 pupils achieve a good balance of description and dialogue in their writing, often through the teacher's good guidance in marking. Older pupils use a thesaurus to extend the richness of the language they use in their writing. In a Year 5/6 lesson, for example, two pupils quickly replaced the word 'pretty' with 'picturesque' when writing a poem together. The Year 6 pupils use alliteration, simile and metaphor skilfully to enhance their writing. In the lesson seen, the pupils confidently refined their writing to improve the sentence structure and chose words for impact and effect. A Year 5 pupil redrafted the first line of his poem, for example, until it read "The vibrations through the sea were as loud as a beating drum", which set the tone for the following lines. Pupils chose the form for their poem, such as haiku, blank verse or a narrative form. While the standard of presentation is sometimes good in Years 3 to 6, it is not as consistent as in Years 1 and 2 because of some variation in teachers'

expectations. This leads to some careless mistakes in spelling, punctuation and untidy writing that mar the quality of pupils' work on some occasions.

56. Pupils use computers naturally to present their work because the teachers give them plenty of opportunities. They choose the style of the font and vary the size and colour to create eye-catching text that is well organised. The pupils use the spell-check function quickly and accurately.
57. A knowledgeable subject manager provides very good leadership for the subject. She keeps a close check on what is working well in teaching and learning and also on areas that need improving. The pupils' performance in tests is analysed for patterns or trends that could indicate areas for further investigation in order to raise standards. This has led to a good improvement in standards in writing.

MATHEMATICS

58. Standards are well above average by the end of Year 2 and Year 6. This is a much better picture than at the last inspection. Pupils make good progress with their learning of the various aspects of mathematics as they move through the school and, in all of the lessons observed during the inspection, both teaching and learning were at least of a good standard. Pupils responded very positively to the work and worked effectively together.
59. The main strengths of the subject are the:
 - very good quality of the teaching;
 - effective strategies in place for teaching numeracy skills;
 - firm balance in the teaching of all aspects of mathematics;
 - enthusiasm and interest pupils have for mathematical work.
60. There are no major weaknesses but an area that may be further developed is:
 - independent problem-solving skills in using and applying mathematics.
61. The quality of teaching seen during the inspection was very good overall but with some excellent teaching in Years 5 and 6. As a result, pupils make good progress with their learning. Teachers have good basic knowledge of mathematics and make regular use of subject specific words. This ensures that pupils' knowledge and understanding of mathematical vocabulary are extended. Teachers use the numeracy strategy very effectively to enhance pupils' learning. As with a lesson seen in Year 6 with a focus on developing various methods of developing addition and subtraction, the high quality of teaching is marked by perceptive and carefully directed and differentiated questioning, fast pace, and a willingness to accept and incorporate comments that pupils make. This encourages pupils, some of whom do not offer their views confidently, to make the best progress possible.
62. In planning, teachers set out clear learning intentions in lesson plans. They make these clear to pupils so that, as a result, pupils know exactly what they are expected to achieve by the end of the lesson. This has a positive effect on the quality of learning achieved overall. In some lessons, more specific targets for each ability group to achieve, in terms of amount and within a specific time frame, would increase the current good level of pupils' learning further. All teachers have a good level of expectation of how pupils should behave and work and this ensures that the atmosphere within their rooms supports effective learning. Where teachers' expectations of pupils are very high, as in Years 5 and 6, work is differentiated accurately for pupils of various abilities and this ensures that all pupils, including those with special educational needs, make good progress. Pupils enjoy their lessons very much because teachers make effective use of visual aids to stimulate and maintain pupils' interest and enthusiasm, as with a lesson on doubling and halving in Years 1 and 2.

63. Teachers use an effective range of methods that make sure that pupils concentrate on their work. They are firm and fair in their relationships with pupils and this helps to ensure that lessons progress in a steady and ordered way. In the best lessons, teachers set pupils time limits in which to complete various tasks. As a result, pupils rise to the challenge, find their mathematics exciting and are keen to learn.
64. The quality of assessment that teachers make is good overall. They mark work regularly and generally make positive comments to pupils both verbally and in written form. The quality of marking is variable in terms of the use it is to pupils. When it is particularly good, teachers explain to pupils clearly how they can improve their work or a particular process of computation. Records of pupils' progress are regularly updated and keep teachers informed as to how well each pupil is achieving.
65. By the time they are seven, pupils know how to measure accurately to the nearest centimetre. They subtract double-digit numbers in equation form and have a clear concept of various two-dimensional shapes and their properties. Pupils recognise halves and quarters easily and can define simple fractions of a whole number. They demonstrate a full understanding of basic symmetry and can complete written money problems accurately.
66. By the time they are eleven, pupils understand various methods of solving addition and subtraction problems. They draw firm conclusions and give clear explanations for their reasoning. Pupils talk confidently in mathematical terms such as inverse operations and know how these may be used as an essential part of the checking process. They have a very clear understanding of the relationship between fractions and decimals and know how to plot co-ordinates in all four quadrants, as with a trapezium, for example. Their basic problem-solving techniques are very secure, as with their work on time and measurement.
67. The co-ordinator for this subject has a very good understanding of his role and the targets set for improvement are realistic. He supports teachers effectively by monitoring both teaching and planning and provides positive feedback to them. This enhances the quality of teaching of mathematics throughout the school. Teachers make very good use of numeracy to support learning in other areas of the curriculum as with aspects of measurement in Years 3 and 4 in connection with the history work on the Sutton Hoo finds. The use of ICT to support learning in this subject is good, as with the development of spreadsheets when planning the costing of trips.

SCIENCE

68. There has been good improvement in science since the last inspection. Standards are well above average by the age of seven and eleven. Pupils of all abilities do well in science because:
 - the teachers have a very good knowledge of the subject and how to teach it;
 - there is a good balance between pupils learning about scientific knowledge and testing out their ideas through investigations;
 - the subject is well led with a close focus on the analysis of strengths and weaknesses in teaching and learning to improve pupils' attainment.
69. The teaching in science is very good and pupils make rapid progress because they are interested in the work. Teachers plan plenty of practically based lessons that build very successfully on what pupils already know. Good use is made of the school grounds to investigate natural habitats and the growth of plants. In a lesson with Years 1 and 2 pupils, for example, the teacher organised pupils to search for flowers, fruit and seeds from plants. Through her good, direct teaching and researching themselves, the pupils found the names of what they had collected and understood the cycle of growth through which plants reproduce.

70. The pupils use their mathematical and literacy skills well in science, when measuring the growth of plants and recording their observations and conclusions. By the time they leave Year 6, pupils have a broad and deep understanding of scientific knowledge and of how to devise a test that is fair. In one lesson, pupils in Years 3 and 4 were testing to see if different conditions affected the rate of growth of grass seed. They knew the conditions necessary for growth and had planned very well to vary the temperature, light or amount of water for each test. When results were not as expected, the pupils could explain why this might have happened. For example, some pupils expected the seed in a sunny position outdoors to grow faster than that in a cooler position indoors, but it did not because “the weather has been too cold and the sun has not warmed the soil in the pot”. Another group of pupils used a modelling program on the computer to test out the optimum levels of heat, light and water for a plant. Year 6 pupils were testing the effectiveness with which materials blocked sound in another lesson. They showed a very good ability to look at the data that they had amassed by the end of the lesson and make deductions. Some pupils suggested that a few results were so diverse that they were unlikely to be reliable and the teacher asked for ideas about how to resolve this. The pupils suggested using the result that fell between the extremes, re-testing or removing the results from the table. The pupils sustained their interest and enthusiasm very well throughout this challenging lesson because of their intense desire to find out more and share their ideas.
71. The subject is very well led and the teachers’ planning is well supported by long-term planning that ensures all aspects of the subject are covered. The lower results last year were analysed and very effective action was taken to resolve the imbalance between the aspects of the work that led to this dip.

ART AND DESIGN

72. There has been good improvement in art and design since the previous inspection and the curriculum is now well planned. No lessons were seen but it is evident from looking at pupils’ work, talking to pupils and the scrutiny of teachers’ planning that the pupils’ work now reaches the expectations for their ages.
73. The pupils’ work is better and they are making satisfactory progress in the subject because:
- the work is now planned to cover all aspects of the subject and build upon what pupils already know and can do;
 - the school has improved the pupils’ experience of artists’ work to give them ideas and inspiration for their own work.
74. An area for further improvement is:
- the better use of sketchbooks for pupils to practise skills and techniques.
75. Art and design now has a firm place in the school’s curriculum and the teachers in each year group are clear about what they will teach and pupils will learn. Pupils talk about their previous work in detail and obviously enjoy the subject. Years 5 and 6 pupils, for example, explain how they researched the work of Degas on the Internet and then made preliminary sketches. They then used these to create good pastel drawings that captured the softness of texture that characterises the artists’ work and the movement of the dancers’ figures. The oldest pupils explain how Constable used a small brush to create fine detail and give a lively surface to his painting and they try to recreate this in their own work. Year 2 pupils have produced some detailed observational drawings after visiting Corse Church. The pupils have benefited from visiting artists and designers, such as a local metal sculptor and a potter. They recall visits to sculpture parks with interest and explain how they used natural and man-made materials to create their own sculptures. While sketchbooks are sometimes used effectively for pupils to refine their ideas and practise techniques, there are also occasions when this is underdeveloped and pupils’ first efforts are not refined.

76. The co-ordinator has successfully steered the subject so that it is now better than it was, and has built up a wider range of resources. There is a thoughtful approach to planning so that pupils' work is often linked to other subjects; in Years 1 and 2, for example, pupils have explored texture, tone and form through the seaside topic.

DESIGN AND TECHNOLOGY

77. Pupils of all abilities make satisfactory progress in design and technology by the time they are seven and eleven. By the time they leave the school, the quality of their work in designing and making is at a level expected for pupils of this age. This quality is similar to that at the time of the last inspection.
78. The main strengths in this subject are the:
- increase in pupils' skills of analysis and evaluation since the last inspection;
 - quality of the range of designing and making experience pupils have.
79. The main point for improvement is:
- the quality of presentation in some aspects of pupils' planning.
80. As pupils move through Key Stage 1, they become aware of a range of materials that can be used for making various models, as with their recent work in clay and in their construction models of large vehicles. They understand how to use various tools safely and know how to join materials in a variety of simple ways. Pupils demonstrate a broad understanding of what they might do to improve their finished articles and give reasons why one type of material is better than another for a particular purpose. Pupils present clear plans of their models in advance of making them and label the various parts appropriately.
81. In Key Stage 2, pupils continue to develop their skills of analysis, as with their discussions on the pros and cons of their torch designs in Years 3, 4 and 5. The plans for their designs are realistic and they discuss these sensibly as they point out their reasons for including one aspect or another. By the end of the key stage, pupils know how to develop a clear and defined checklist that sets out how their intended model will develop as with their work on musical instruments, for example. They have a broad understanding of the appropriateness of various materials for different tasks and make clear decisions on what is working well and on what can be improved. Their design work is basically secure but sometimes it lacks care in presentation, with reference to labelling and colouring in particular. Designs also sometimes lack reference to any forms of measurement or ratio that would be reasonable to expect for pupils of this age.
82. Although insufficient lessons were observed to make a clear judgement on teaching and learning, interviews with pupils and observations of their finished products indicate that teaching is satisfactory. The co-ordinator for design and technology is well informed and clear about the role she has to play in developing this subject. A clear scheme of work is now in place. This is an improvement since the last inspection. She is aware of the need to further develop the contribution of ICT in supporting pupils' planning for their creations in particular.

GEOGRAPHY

83. There has been good improvement in this subject since the last inspection. Pupils do better than expected for their ages and the teaching is good. Pupils of all abilities do well in geography because:
- the curriculum is broad and makes good use of the pupils' own experience and ICT;
 - teaching is good and teachers encourage pupils to use their initiative;
 - there is a good range of visits to extend pupils' knowledge and understanding.
84. A point for improvement is:
- better use could be made of the news to promote pupils' understanding of place in Years 3 to 6.

85. The pupils enjoy the subject because teachers' planning ensures that activities build on pupils' first-hand experience and are interesting. There are good opportunities for pupils to use ICT to research information and present their work. Lessons were only seen in Years 1 and 2 but it is evident from looking at pupils' work, talking to them and looking at teachers' planning that teaching and learning are good in all year groups.
86. By the end of Year 2 the pupils are familiar with maps of different scales and readily interpret the features that they see. They know how to use a key and can plan a route between two places on a map. In a very good lesson seen, the teacher used Years 1 and 2 pupils' experience of holidays to pinpoint places on a map of Europe and further afield. They know that countries have different customs and climates and that the weather affects what people do. Year 2 pupils have searched the Internet for images of seaside places and can relate the features on an aerial photograph to those on a map.
87. By the end of Year 6 the pupils interpret an Ordnance Survey map and can give detailed directions to places. They have a very good recall of what they learned through the residential field visit to Edale. Pupils explain, for example, the differences between primary, secondary and tertiary economic activities in the area and can give examples of each. Their use of geographical terms is very good. They use their initiative very effectively to research information about mountainous ranges on the Internet. They discount websites that do not give them what they want in terms of data and images because they have decided precisely what they are looking for before starting. They decide how they can present the information to a wider audience, using ICT. While the promotion of pupils' understanding of place is very well promoted in Years 1 and 2 through the device of a travelling teddy bear, in the later years there is less evidence of the effective use of places in the news.
88. Teachers have a firm knowledge of the subject and this shines through in their planning. The subject is well led and so that teachers are supported with resources and guidance, including planning for the longer term that ensures a broad and deep coverage of knowledge and skills in the subject.

HISTORY

89. This subject shows very good improvement since the last inspection. Pupils do much better than expected for their ages and the teaching is good. Pupils of all abilities do very well in history because:
- they have a good factual knowledge and understanding of history resulting from a well-planned and resourced curriculum;
 - teaching is very good and encourages pupils to make links between events or changes in the past based on evidence.
90. The teachers' enthusiasm for the subject is caught by the pupils and the spirit of enquiry and sifting facts to form ideas and hypotheses is very well established in all year groups. This approach is very successfully combined with the thorough teaching of knowledge so that pupils quickly build the ability to look closely at evidence and draw conclusions based upon what they already know. Year 1 pupils, for example, suggest many different explanations of what a wooden shoe mould might be, based on its shape and size, the material from which it is made and how old it looks. Year 2 pupils look at holidays from different times and quickly identify features in pictures and photographs that tell them about what was different in the past. From visitors to school, they learn about how holidays have changed over time and because they have prepared the right questions to ask visitors, they have good quality information to back up their ideas. In a very good lesson, pupils in Year 2 looked at holiday souvenirs from the past. The teacher used a time line showing the last hundred years in decades and most pupils could locate themselves in the 1990s and decide which decade the souvenirs came from based on their appearance and style. In Years 3 and 4 the pupils gained a good understanding of how to act as archaeologists through the teachers' very good questions that prompted them to think about the remains found in the Sutton Hoo burial. One group decided that a glass bowl "must have belonged to a rich person because

glass was very rare in Anglo-Saxon times". The teaching is very good because planning is thorough and well balanced, and gives pupils a good guide in using their ideas and presenting these in an organised and interesting manner. Teachers plan plenty of opportunities for pupils to use ICT to find out more about topics and also to present their work. By the end of Year 6 the pupils are able to argue their case for their deductions from evidence very coherently. In a very good lesson with Years 5 and 6 pupils, the task was to explain the reasons for the demise of the Indus Valley Civilisation. The pupils relished the opportunity to bring together all that they knew about the sources of evidence that they had found through their research. Their views ranged from the possibility of civil war to devastation by disease or natural disaster. The pupils listened intently and politely to others and often modified their views after hearing what others said or countered points with further evidence.

91. The subject is well led and managed by a knowledgeable co-ordinator who has ensured that the skills of historical enquiry are well represented in teachers' planning. She also ensures that resources are good and visits are well planned to stimulate pupils' interest and understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

92. Attainment in ICT is well above the level expected for pupils both at seven and eleven years of age. The quality of pupils' use, knowledge and understanding of the subject has improved greatly since the last inspection when standards were described as in line for pupils of this age.

93. The main strengths in this subject are the:

- quality of teaching;
- regular use of computers during the school day;
- effective use of ICT to support teaching in other subjects of the curriculum.

94. There are no weaknesses of note but an area that could be further developed is:

- increasing pupils' experience of using e-mail as a means of communication.

95. Pupils of all abilities, including those with special educational needs, make very good progress with their learning overall. Although a limited amount of actual class teaching of ICT was seen during the inspection, discussions with teachers and pupils about their work, and observations of documentation and displays, indicate strongly that teaching is very good overall and that pupils enjoy the opportunities they have to explore and create. It is a credit to the teaching staff that they have made a concerted effort to increase and improve their own abilities in the use of computer programs in particular and this is clearly having a positive effect on the progress that pupils make.

96. By the time that pupils are seven years of age, they have a firm knowledge and understanding of how to use computer programs to support them in their work. They know how to gather information from the Internet, load programs, develop their work and then save it for future use. They are beginning to make good use of cut and paste techniques, as with their artwork on their own house with simple explanatory phrases attached. The same applies to their work in science where they have carried out rudimentary research on seaweed and printed out appropriate pictures with basic text. Pupils talk intelligently about ICT in formal terms and use words like fonts, keys and disks with confidence as they discuss what they have achieved.

97. By the time that pupils are eleven years of age, they have become confident and competent users of ICT in its own right and also as an essential tool to support their learning in other subjects of the curriculum. This use of ICT to support other subjects is a strength of the school and many examples may be seen in pupils' work. They include spreadsheet calculations in connection with a costing for a planned camping trip, work on expanding prefixes and suffixes in English and cut and paste work on

habitats in science. In this last example, pupils have also made use of photographic evidence from the recent pond development to display a well-designed and very well presented end product.

98. Older pupils have a good knowledge and understanding of all the main areas of the National Curriculum. They know how to search the Internet to support their work in various projects as they seek further information. Once found, they competently extract it in various forms to produce both written and pictorial work of a good standard. Pupils talk knowledgeably about the problems associated with information collection, storing and retrieval, both in school and in the wider world outside. They recognise the importance of accuracy and readily give examples of how this aspect of ICT is a vital ingredient in everyday life, particularly with reference to spreadsheets and databases. Although pupils are aware of the use of e-mails via the Internet, they could have more experience with this aspect of computer communication.
99. The co-ordinator for this subject is very well informed and is fully aware of what still remains to be done to further improve the current quality situation. He is clear about what his role involves and has done much to enhance the development of ICT facilities and use throughout the school. He is currently developing very positive links with schools overseas and this development bodes well for the future development of pupils' personal development and understanding of peoples in other societies apart from their own.

MUSIC

100. The progress that pupils of all abilities make is good. By the time they leave the school, the quality of their playing, composition and listening is at a level above that expected for pupils of this age. The quality of their singing, although satisfactory overall, does not present the same high level of enthusiasm, enjoyment and commitment as that seen in compositional work. This is particularly noticeable in assemblies in Key Stage 2. Pupils' attainment in music is better than that reported at the last inspection.
101. The main strengths of this subject are the:
 - quality of pupils' compositional work;
 - level of pupils' ability to listen carefully and to evaluate what they hear.
102. The main areas for improvement are the:
 - quality of singing in assemblies;
 - use of computer software programs to support pupils' learning.
103. The overall quality of teaching observed during the inspection was very good and this led to very good levels of learning being achieved. Pupils in Years 1 and 2 listen intently to music by Wagner and Bach and show a willingness and confidence to comment about the difference between various pieces of music that is well above that expected for pupils of this age. This is because teachers stimulate pupils' interest by setting an example through their own level of enthusiasm and by making sure that music sessions have plenty of variety in them combined with a fast pace that ensures pupils stay on task and thoroughly enjoy what they are doing.
104. By Year 6, pupils have developed a clear understanding of how they can use various instruments to build up layers of sound, relating to their compositional work on volcanoes for example. They show skill in maintaining their own part with a full awareness of how different parts fit together to produce the overall effect. They know how to record their compositions in a variety of notational forms individual to them. The particularly high quality of teachers' sensitive and probing questions ensures that pupils extend their knowledge and understanding to the full. The lessons seen focused on composing and appraising music; however, the quality of pupils' singing in assemblies, although satisfactory, does not

match the same high standard as their compositional work. This is because the majority does not have the same level of confidence to express themselves freely and, as a result, the quality of the sound is reduced.

105. The management of the subject is good. The co-ordinator is clear about her role and has ensured that most of the weaknesses from the last inspection have been addressed. Listening and appraising skills have been much improved. More able pupils are extended well and the policy and scheme of work are secure. The use of ICT to support the teaching of music has yet to be developed.

PHYSICAL EDUCATION

106. The pupils reach the expectations for their ages at both seven and eleven in all aspects of the subject, including swimming. This is similar to the picture at the last inspection. The overall quality of teaching seen during the inspection was good and pupils of all abilities achieved well in lessons.

107. The strengths in the subject are:

- teachers have high expectations of pupils' behaviour and level of participation;
- there are very good outdoor facilities which are well used.

108. A point for development is:

- to ensure that pupils have more frequent opportunities to evaluate their performance and that of others.

109. By the time they are seven, pupils have a clear understanding of how their bodies change during physical exercise and they know that this is good for their health. In dance movements, they demonstrate a good level of control and movement with slick changes to rhythm, speed, level and direction. Teachers ensure that the lessons move at a fast pace thus ensuring that pupils work hard and enjoy the activity of the moment. Younger pupils are encouraged to comment on the performance of each other and they do this very well.

110. By the time they are eleven, most pupils can develop a series of movements successfully and repeat these in sequence as they work on apparatus at different levels from the ground. They know how to work amicably with a partner or within a small group and listen carefully to instructions and respond immediately and with a secure level of control of their movements. This is because teachers have high expectations of how pupils should behave and respond and make this clear throughout lessons by their positive comments and helpful words of advice on how pupils may improve their performance. However, there are some occasions when too few opportunities are provided for pupils to analyse their own performance and make comments about it or about that of their peers.

111. The co-ordinator for physical education provides good leadership and has a clear understanding of what her role involves. She has ensured that a policy is in place and that a secure scheme of work is followed to ensure that pupils' learning is both continuous and progressive. The school provides pupils with a wide range of extra-curricular activities that include dance, gymnastics, netball, football, rounders, 'Kwik' cricket and residential trips for pupils in Years 3 to 6 where a variety of physical activities are pursued to develop and strengthen pupils' physique, health and experience.