

# **INSPECTION REPORT**

## **HOLYPORT CE PRIMARY SCHOOL**

Holyport

LEA area: Windsor and Maidenhead

Unique reference number: 109953

Headteacher: Mrs Theresa Gregory

Reporting inspector: Mrs Margaret Heard  
16887

Dates of inspection: June 19<sup>th</sup> – June 22<sup>nd</sup> 2000

Inspection number: 220347

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 Controlled C.E.
Age range of pupils:	3-11 years
Gender of pupils:	Mixed
School address:	Stroud Farm Road Holyport Maidenhead Berkshire
Postcode:	SL6 2LP
Telephone number:	01628 627743
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Norman Rider
Date of previous inspection:	13 <sup>th</sup> – 18 <sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Margaret Heard	Registered inspector	Physical Education	What sort of school is it? How high are standards?  How well are the pupils taught?  How well is the school led and managed?  Provision for children under five.
Mrs Juliet Baxter	Lay inspector		How high are standards?  How well does the school care for its pupils?  How well does the school work in partnership with parents?
Mrs Barbara Jones	Team inspector	Science Religious Education Music	Provision for pupils learning English as an additional Language and Equality of opportunity.
Mr Clive Lewis	Team inspector	Mathematics Information Technology Art Design Technology	How good are the curricular and other opportunities?
Mrs Rosemary Kemble	Team Inspector	English Geography History	Provision for pupils with Special Educational Needs

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Holyport C.E.Primary School is situated in the village of Holyport to the south of Maidenhead and is larger than average. There are 310 pupils on roll, aged three to eleven and of these, 52 children aged between three and five attend the nursery class on a part-time basis. Numbers of boys and girls are almost equal. The school serves a wide area and the pupils come from a broad range of social backgrounds. Most children attend the nursery class prior to joining the main school following their fifth birthday. The children's attainment on entry to the school is very varied, but is generally above average. Some children have a broad range of skills, others have less well-developed social skills and a small group are learning English as an additional language. A small number of pupils join the school in Year 5 from the neighbouring borough of Windsor. The percentage of pupils known to be eligible for free school meals is below the national average. About ten per cent of the pupils come from minority ethnic groups. There are 44 children with special educational needs and three pupils have statements of special need. These figures are lower than the national average.

### **HOW GOOD THE SCHOOL IS**

Holyport Primary is an effective school. The nursery provides a very good foundation for the children's learning. Good standards are achieved in English, mathematics and science in relation to national expectations. The teaching overall is good. The recently appointed headteacher and the governors have identified appropriate priorities to ensure continuing improvements. The school provides satisfactory value for money.

#### **What the school does well**

- The quality of the teaching overall is good. In the Nursery and in Years 5 and 6, it is frequently very good.
- The pupils enjoy school, are eager to learn and bring positive attitudes to their work.
- The provision for the pupils' spiritual, moral, social and cultural development is good.
- There is a high standard of behaviour throughout the school and the pupils work co-operatively with one another.
- The curriculum for the children in the nursery class is very good.
- The headteacher is a strong, effective leader who has a coherent vision for the school.
- The governors are very committed and hardworking. Financial planning is very good and supports an appropriate programme for continuing school improvement.

#### **What could be improved**

- The pace and rigour of teaching and learning, particularly at Key Stage 1 and in Years 3 and 4, and the use of assessment information to enable the teachers to provide work that challenges all pupils.
- The pupils' presentation of their work.
- The systems for tracking the pupils' progress.
- The role of senior staff, subject co-ordinators and governors in monitoring standards and the quality of education.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The last inspection in October 1997 found the school to have serious weaknesses in leadership and management. It was judged to be providing unsatisfactory value for money. The quality of education for children under five and the standards achieved in information technology (IT) and design technology (DT) were unsatisfactory. Pupils with special educational needs were making insufficient progress and 20 per cent of the teaching was unsatisfactory. The school is now efficiently managed and well led. Appropriate systems are in place to ensure the smooth induction of the new staff. The key issues identified in the previous inspection report have been properly addressed and the school has made good progress in most areas. The provision for the children in the nursery is very good and is now a strength of the school. The standards in information and design technology are now in line with national expectations for seven and eleven year olds. The pupils with special educational needs are making steady progress. The teaching overall is good. The school sets challenging targets for the continuing improvement of standards in English and mathematics. There is better provision for the development of literacy, numeracy and IT skills and for the pupils' spiritual, moral, social and cultural development.

Procedures to ensure the safety and welfare of the pupils are much improved. The governors are well organised, strategic planning is very good, the statutory requirements are being met in full and the school now provides satisfactory value for money.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	A	B
mathematics	A	A	C	E
science	A	A	A	C

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

The table above shows that over the last three years, pupils are generally reaching standards well above the national average. In 1999, standards in mathematics dipped significantly. This was because the cohort of pupils had below average results at the age of seven and their progress in Years 3 and 4 was too slow. Despite an improvement in their progress during Years 5 and 6, they were not able to make up the lost ground. The school has set challenging targets for pupils in Key Stage 2 and the headteacher has put in place effective systems for monitoring the quality of teaching and learning in mathematics and for keeping checks on the pupils' progress. There are nationally agreed standards for children to attain by the age of five (The Desirable Learning Outcomes). The majority of the children attain these standards by the time they reach the age of five and a significant group surpasses these goals and is working within Level 1 of the National Curriculum. Standards in the work seen at Key Stage 1 are above average in English and broadly in line with national expectations in mathematics and science. By the end of Key Stage 2, standards are above average in English, mathematics and science. More could be expected of the pupils, particularly in Key Stage 1 and in some lessons in Years 3 and 4. Standards in the foundation subjects and religious education are in line with the expectations for seven and eleven year olds. Pupils with special needs make sound progress in relation to prior achievement. Those pupils who are learning English as an additional language make good progress and attain standards in line with others in their year group by the end of the key stages. Standards in the key skills of literacy, numeracy and information technology across the curriculum are satisfactory. There is considerable variation in the standard of presentation of written work between classes. In the nursery and in Years 5 and 6 it is good, but in the rest of the school, many pupils are capable of better presentation and there is a need to raise the expectations of the teaching and support staff.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils are enthusiastic, eager to learn and keen to succeed.
Behaviour, in and out of classrooms	Good. The pupils are friendly, caring, polite and courteous. They act responsibly and are keen to accept communal responsibilities.
Personal development and relationships	Good. The pupils are considerate towards one another and work well together. Relationships between the pupils and the staff are good and there is a very caring and happy atmosphere in the classrooms.
Attendance	Satisfactory. The pupils are punctual and enjoy coming to school.





## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Overall good.	Very good	Satisfactory	Overall 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.*

Across the school as a whole, 98 per cent of the teaching seen during the inspection was satisfactory or better. At Key Stage 2, the teaching in about one third of the lessons was very good and some of the teaching in IT and in English was excellent. At Key Stage 1, the teaching was sound overall and in one in four lessons it was good. The teaching in science and the foundation subjects at Key Stage 1 was overall sound, but in information technology and physical education some unsatisfactory teaching was seen and there were some weaknesses in teachers' subject knowledge. The teaching in the nursery class is a strength of the school, where 55 per cent of the teaching was very good or better. In English and mathematics, the teaching was sound in Key Stage 1 and in Years 3 and 4, and good in Years 5 and 6 where some exemplary lessons were seen. The pupils were given challenging work that motivated them to do their best. The teaching in science, information technology and physical education was very good in Key Stage 2 where there is a system of subject specialist teaching. The teaching of religious education is good in both key stages. Literacy and numeracy skills are well taught throughout the school. In Key Stage 1 in particular, and also in some of the teaching in Years 3 and 4, there is a lack of pace and rigour, expectations of the pupils are too low and the work they are given is not demanding enough.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The school provides a suitably broad and balanced curriculum for the pupils in both key stages. The curriculum for children under five is very good.
Provision for pupils with special educational needs	Satisfactory. The school provides sound guidance and support for these pupils.
Provision for pupils with English as an additional language	The pupils make good progress and are well integrated into the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The personal development of the pupils is given a high priority. Spiritual development is sensitively fostered through religious education, science, music and drama. Cultural development is satisfactory.
How well the school cares for its pupils	The school provides a safe and secure environment. There is very good provision for monitoring the children's personal development and academic attainment in the nursery.

All statutory requirements are fully in place. The school has made a sound start on implementing the National Literacy and Numeracy Strategies. Parents receive good quality information about what their children will be learning each half term. Many parents help out in the classrooms and feel welcome and appreciated. There are very good links with the parents of children in the nursery.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and effective leadership. The deputy-head and the subject co-ordinators have clearly defined responsibilities, but their role in monitoring the quality of education and the standards achieved by the pupils is under-developed.
How well the governors fulfil their responsibilities	The governors are conscientious and demonstrate a strong sense of commitment to the school. Firm foundations are in place and the governors are now in a strong position to develop their role in monitoring the school's work.
The school's evaluation of its performance	The headteacher and the governing body have carried out a thorough and honest evaluation of the school's strengths and weaknesses and have put in place appropriate strategies for continuing improvement.
The strategic use of resources	The school makes effective use of its resources. Staffing, resources and accommodation are satisfactory. The principles of best value underpin strategic planning. The school provides sound value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Good standards are achieved.</li> <li>• Children enjoy school.</li> <li>• Positive attitudes and values are promoted.</li> <li>• Pupils receive a high standard of care and are well supported.</li> <li>• The teachers are welcoming and approachable.</li> <li>• Newsletters are informative and helpful.</li> </ul>	<ul style="list-style-type: none"> <li>• The behaviour of some pupils in the playground.</li> <li>• The regularity of homework.</li> <li>• The handling of suggestions and complaints</li> <li>• Stability in the teaching force, following a higher than normal staff turnover.</li> <li>• The range of extra-curricular activities.</li> </ul>

The inspection team agrees with the positive views expressed by the majority of the parents and found that:

- The pupils' behaviour in the playground is good. They play purposefully and the older pupils are mindful of the safety of younger children when organising games;
- Homework is not provided on a sufficiently regular basis in all classes;
- Parents have been consulted about their views on the priorities for the school development plan and the governors hold regular sessions where parents can express their points of view on any aspect of school life. On most afternoons, the headteacher is available to talk to parents when they meet their children at the end of the school day. Plans are in hand to consult with parents about a range of options regarding the future of the school swimming pool;
- The governors have informed parents about the forthcoming staff changes and there is a well-conceived induction programme in place;
- The school development plan identifies the need to expand the range of extra-curricular activities.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Standards in the national tests and teacher assessments for seven-year-olds in English have risen from 1997 to 1999. In 1999 the percentage of seven-year-olds attaining the expected standard in reading, Level 2, was well above the national average and well above the average for similar schools. The percentage of pupils attaining Level 2 in writing was above the national average and was in line with similar schools. The percentage of pupils who attained the higher Level 3 was above the national average in reading and well above the national average in writing. In Key Stage 2, standards in the national tests have fluctuated slightly over the last three years and by 1999, the percentage of eleven-year-olds gaining the nationally expected Level 4 in English was well above the national average and was above average in comparison with similar schools. The percentage of pupils reaching the higher Level 5 was also well above the national average.
2. The results in the national tests in mathematics for seven-year-olds show a steadily improving picture over the last three years. In 1999, the percentage of pupils attaining the expected Level 2 was above the national average and broadly in line with similar schools. The percentage of pupils attaining the higher Level 3 was also above the national average. This represents a significant improvement since the last inspection. In the national tests at the end of Key Stage 2, standards in 1999 although broadly in line with the national average, were not as high as in previous years and were well below the average for similar schools. This was because this cohort of pupils attained below average results at the age of seven and their rate of progress in Years 3 and 4 was too slow. Despite an improvement in their progress in Years 5 and 6, they were not able to make up the lost ground.
3. Teacher assessments in science at the end of Key Stage 1 in 1999 showed all pupils achieving Level 2, though none were accredited the higher Level 3. This was because the teachers were over-cautious in awarding the higher level and the school did not have a secure system for tracking attainment and progress at Key Stage 1. This is now being remedied. Discussions with teachers and scrutinies of pupils' work are more frequent and the staff are becoming more confident in their assessments. The results in the national tests for eleven-year-olds in 1999 were well above the national average and broadly in line with similar schools. Over the last three years, there has been a steady improvement in attainment in science at Key Stage 2.
4. Analysis of the school's results shows that there are no significant differences in the attainment of boys and girls. The headteacher has carefully analysed the results of both the end-of-key-stage national tests and teacher assessments over the last three years and the results of internal assessments in reading and mathematics. Together with the staff and the governors, appropriate steps are being taken to continue to raise standards. Challenging, but realistic targets have been agreed for pupils in Key Stage 2 in English and mathematics. For instance, targets for 2001 show an appropriate rise in the percentage of pupils expected to achieve Level 4 and the higher Level 5.
5. Evidence from the inspection shows that children make consistently good progress in the Nursery and attain the Desirable Learning Outcomes in all six areas of learning by the time they reach the age of five. A significant number of children surpass these goals and are working within Level 1 of the National Curriculum. At Key Stage 1, progress is satisfactory overall and pupils attain standards that are at least in line with national expectations for seven-year-olds in all subjects and achieve good standards in reading

and writing. At Key Stage 2, progress is sound in Years 3 and 4 and good in Years 5 and 6. The pupils attain good standards in English, mathematics and science and in all other subjects, standards are in line with the national expectations. Standards in religious education (RE) are in line with the expectations of the locally agreed syllabus at the end of both key stages. Although the progress of pupils in Key Stage 1 and in Years 3 and 4 is sound overall, more could be expected, given the very good start in the Nursery. Too often the teaching in these classes does not give sufficient attention to the pupils' prior attainment and the teachers' expectations of what the pupils can achieve are not high enough. Pupils are not always given work that stretches them and builds on what they already know, understand and can do.

6. Pupils with special educational needs achieve satisfactory standards in relation to their prior attainment. They make sound progress throughout both key stages, and good progress in the Nursery. Pupils who are learning English as an additional language make good gains and by the time they reach the age of eleven, they are attaining standards that are at least in line with their peers at Holyport Primary School.
7. Throughout the school, most pupils have well-developed listening skills and are keen to talk about their work. Many pupils are confident and articulate and often communicate competently on a wide range of issues, using a growing vocabulary and a range of strategies to engage their audience. Reading standards are good throughout the school. The majority of the pupils read accurately and fluently, but the school does not engender a real love of literature and joy in reading for pleasure. Older pupils are keen to research information for work in history and geography for example, and work systematically, swiftly scanning the text to locate the information they need.
8. The standard of writing at the end of both key stages is good. However, the general standard of presentation of written work is variable across the school. In the Nursery and in Years 5 and 6, routines and expectations are well established and the pupils consistently take pride in the quality of their work. Recorded work in science is often carefully presented in general across the school, with good attention to the conventions of setting out charts and tables. More could be expected of pupils in Key Stage 1 and in Years 3 and 4, where the presentation of work varies significantly between subjects and teachers do not routinely remind their pupils about basic matters of layout and legibility of hand.
9. In mathematics, pupils throughout the school are confident in carrying out mental calculations and numeracy skills are developing well. By the end of Key Stage 2, pupils can explain their methods of calculation with confidence and use technical vocabulary with precision. Improvement in oral work and in mental calculation has been a significant development across the school as a whole. Pupils make good use of their numeracy skills when collating results of experiments in science and designing spreadsheets and charts in IT. Older pupils are keen to solve problems and to work on large scale projects such as measuring the time taken to walk 100 metres along the running track and using the data to calculate how long it would take to walk a kilometre.
10. Throughout the school, pupils have a well-developed knowledge and understanding of scientific processes. They can apply their knowledge to reason and predict possible outcomes when faced with new investigations and set about their work with a strong sense of purpose and enthusiasm. They work collaboratively, sharing results and are willing to pursue any obvious anomalies and to rework their investigation.
11. There have been significant improvements in the standards of attainment in design technology and in information technology and progress is overall satisfactory. Pupils throughout the school undertake an appropriate range of activities. Older pupils are discerning in their choice of materials, make honest evaluations of their work and suggest

realistic ways of improving their designs. Many pupils achieve standards above the national expectations for eleven-year-olds in communicating and handling information, but their skills in control technology are less well developed. Nonetheless, this represents a noteworthy level of improvement since the last inspection.

12. Standards in all other subjects and in religious education are sound. The school has maintained the strengths identified at the time of the previous inspection and has broadened the range of work, particularly in design technology, information technology and religious education.
13. Throughout the school the pupils generally apply themselves well and are developing positive work habits. In the Nursery and in Years 5 and 6, pupils are often given exciting and challenging work, with the result that they work hard, concentrate intently and are willing to persevere in order to achieve success.

### **Pupils' attitudes, values and personal development**

14. Pupils are very positive about all aspects of coming to school. They arrive each morning punctually and are keen to start lessons. They are well motivated and enjoy challenge when it is offered to them. Pupils are confident to express their own views and opinions and frequently put up their hands to contribute to discussion in lessons. When they work in groups they co-operate well together sharing resources and quietly discussing their work. Very positive attitudes on the part of most pupils are clearly a strong factor in the standards they achieve and the progress they make. Pupils with special needs, and those who are learning English as an additional language, have very good attitudes, concentrate well and feel secure in their learning.
15. Behaviour in and around the school is good. Occasionally pupils become restless in lessons when the content does not excite or challenge them. However, even in these circumstances they exercise self-discipline to ensure that behaviour does not deteriorate seriously. There is an improvement in the behaviour as reported at the time of the last inspection. This is particularly noticeable in the playground where rules devised by the pupils themselves are playing a large part in this improvement. Concern was expressed by a small number of parents before the inspection with regard to some poor playground behaviour in the form of bullying and foul language particularly during lunchtimes. This was not apparent during the inspection and it was observed that the recently appointed lunchtime control staff dealt with any potential inappropriate behaviour instantly and effectively. Pupils' behaviour in assemblies was exemplary and they are all aware of the importance and significance of these occasions. They exercise self-control and take advantage of the periods offered to them for reflection.
16. The pupils play an important part in promoting the school's ethos. They like to be helpful and to take responsibility for the smooth running of the school community. They undertake a number of allocated tasks around the school such as preparing the hall for assemblies. This makes a contribution towards the personal development of many of them, particularly the older ones. However, these pupils are intelligent and mature. Their eagerness to help needs to be captured further by provision of more extended tasks and responsibilities. The school has recognised this need and there are plans for a school council and a mentoring system between older and younger pupils. The personal development of children in the Nursery is exceptional. The school's plans to enhance responsibility for all pupils will ensure that the very young ones will continue to mature well and older ones will benefit considerably from new opportunities which will give them the chance to display their high calibre and potential.
17. Relationships in the school are good. Pupils get on well together, they play and socialise together harmoniously throughout the school day. They trust their teachers and all the adults in the school and know they can seek them out for help and advice if they need it.

They value the feelings of their fellow pupils and appreciate the contributions they make in lesson discussions by listening and not interrupting.

18. The large majority of pupils come to school regularly and are absent only when they are ill. However, the rate of attendance is only just in line with the national average for primary schools. This is due to the number of pupils who are taken away from school in term time for family holidays and also long-term sickness on the part of a very small number of children.

## **HOW WELL ARE PUPILS TAUGHT?**

19. Across the school as a whole, 98 per cent of the teaching seen during the inspection week was satisfactory or better. This represents a significant improvement since the last inspection in 1997. The teaching in the Nursery is a strength of the school, where 55 per cent of the teaching seen was very good or excellent. At Key Stage 1, the teaching was sound overall and in one in four lessons it was good. The teaching in English, mathematics and science at Key Stage 1 was satisfactory. Some unsatisfactory teaching was seen in information technology (IT) and in physical education (PE) at Key Stage 1, where there are some weaknesses in teachers' subject knowledge. In all of the other foundation subjects, where lessons were seen at Key Stage 1, the teaching was sound. At Key Stage 2, the teaching in about one third of the lessons was very good and some of the teaching in English and IT was excellent. In English and mathematics, the teaching in Years 3 and 4 was sound and in Years 5 and 6 it was good, with some exemplary lessons, where the pupils were given challenging work that motivated them to do their best. The teaching of science, IT and physical education was very good in Key Stage 2, where there is a system of specialist teaching. The teaching of religious education (RE) is good throughout the school, as is the teaching of the key skills of literacy and numeracy. In Key Stage 1 in particular, and also in some of the teaching in Years 3 and 4, there is a lack of pace and rigour, expectations of the pupils are too low and the work they are given is not demanding enough.
20. The quality of teaching in the Nursery is very good overall. The daily programme is very well organised with a good balance between direct teaching in small and large groups and structured play. The activities are meticulously prepared and there are some interesting starting points for learning. There is good teamwork and the large numbers of parent volunteers who help on a regular basis are very well briefed. Planning is very good and takes full account of the children's prior learning. Good attention is given to supporting the small group of children who are learning English as an additional language and those with special educational needs. The staff have a very good understanding of the needs of young children and a firm grasp of the Desirable Learning Outcomes for children starting school. Expectations are consistently high, with challenging activities for all groups of children. An excellent example was seen in the teaching of physical education, where the children made superb progress in co-ordinating their movements, controlling their balance and using their imagination to travel along benches and over boxes. The children are very well managed and relationships at all levels are excellent. Routines are clearly established and the children know what is expected of them and behave with a level of maturity beyond their years. The systems for monitoring progress, recording attainment and keeping checks on the children's choice of activities are very good. Assessment information is skilfully used to plan the next steps in learning for each child. There is a caring, purposeful atmosphere in the Nursery and learning is enormous fun.

21. At Key Stage 1, the vast majority of the teaching seen was sound. Lesson planning is adequate, but assessment opportunities are not always clearly identified and insufficient attention is given to the pupils' prior attainment when setting the work. Although the teachers provide different worksheets for each distinct group of pupils, these are not always well matched to the pupils' learning needs because too little attention is given to what the pupils already know, understand and can do.
22. In the unsatisfactory lessons at Key Stage 1, in physical education and IT, there were weaknesses in the teachers' subject knowledge, planning was not detailed enough and too much time was spent on unnecessarily complex instructions at the start of the lessons. As a result, the pupils became restless, their enthusiasm waned and little progress was made.
23. The teaching of basic skills in literacy and numeracy is good at both key stages. The management of the pupils in the lessons seen was mostly satisfactory. However, at Key Stage 1 and in some lessons in Years 3 and 4, too little is expected of the pupils and the teachers do not build on the high level of independence and maturity shown by the children in the Nursery.
24. At Key Stage 2, the teaching was good overall. In Years 5 and 6, much of the teaching seen was of a high standard across the curriculum. The system of subject specialist teaching in science, IT and the foundation subjects makes effective use of each teacher's expertise. Subject knowledge is never less than good, expectations of the pupils are consistently high and the work is demanding and often exciting. Pupils enjoy, and benefit from a variety of teaching styles and approaches. There are good opportunities for pupils to contribute to discussions and to work collaboratively in small groups. At the start of each lesson, teachers explain clearly what the pupils will be learning and how this builds on previous work. Techniques are competently demonstrated, sufficient time is given for pupils to experiment and to practise, timely advice from teachers is well received and the pupils work hard and refine their work. Teachers often give good verbal feedback to the pupils during the lessons, encouraging the pupils to strive for perfection and keeping them keen and interested. Occasionally, teachers do not provide enough chances for pupils to perform their work for others and as a result, there are some missed opportunities for pupils to pick up new ideas and to evaluate one another's work. The school would be wise to give further consideration to the organisation of the specialist teaching to ensure that lessons are not too rushed. Plenary sessions are often well led and the teachers round-off lessons well by recapping swiftly on the main points and briefing pupils on how this learning will be extended in the next lesson.
25. In Years 3 and 4, the teaching observed was never less than sound and in some lessons in English, mathematics, science, RE and PE, the teaching was good. An excellent lesson was seen in IT. Good use is made of teachers' expertise in RE, history, geography and PE, where a system of team teaching operates. The pupils particularly benefit from specialist teaching in RE and in PE, because the work is stimulating and varied and there are good opportunities to work co-operatively with their peers. Lesson planning in these subjects is good, but elsewhere, the quality of planning is variable. In the excellent lesson in IT, the teacher demonstrated the technique of designing a chart to good effect, using questions in a considered way to check on the pupils' understanding of the process and to provide opportunities for them to give instructions to the rest of the class. The task of producing a best copy of an advertisement from the pupils' written drafts had relevance and purpose, so the pupils engaged fully with the task and worked very hard to achieve a good result. The lesson was very well organised with more experienced pupils supporting their less confident peers. From time to time the teacher gave pertinent reminders about varying the font and size of lettering to create added impact and encouraged them to make use of IT skills mastered earlier, for example short

cuts when highlighting and centering text. The pupils were enthusiastic, sustained their concentration throughout, shared ideas and were willing and eager to refine their work.

26. In general at lower Key Stage 2, the teachers have good control, subject knowledge is sound overall and relationships are effective. Appropriate teaching methods are used and resources are carefully chosen to support teaching and learning. However, teachers do not routinely plan appropriately for pupils of different ability levels. Too little emphasis is given to assessment information and evaluations of weekly plans to ensure that the work is sufficiently demanding for each group of pupils. This is particularly so at Key Stage 1 and in Years 3 and 4, where more could be expected of higher attaining pupils especially.
27. The setting arrangements for mathematics in Key Stage 2 are generally effective although insufficient attention is given to ensuring that groups of pupils within each set are given work at the right level and that teachers take full account of assessment information and their knowledge of the pupils' prior attainment. In Key Stage 1, pupils in the mixed age classes are often given tasks in relation to their age group rather than their prior attainment and this restricts their progress.
28. Although the quality of the individual education plans (IEPs) for pupils with special needs has improved since the last inspection, work for the pupils with special educational needs is not always securely linked to these targets. Some teachers in Key Stage 1 do not adequately brief support staff before the lesson begins. As a result, the pace of the lesson slows, as extra time is needed to go through the tasks and make adjustments in order that the group can achieve success. Where support staff are available and where they are well informed of the work in hand, its relationship to specific targets and the approaches required, pupils with special educational needs are well served and make good gains in their learning.
29. Throughout the school, the small number of pupils who are learning English as an additional language make good progress and are generally well supported in lessons. Those who are at an early stage of acquiring English receive regular and effective support from a visiting specialist. However, this group usually works in the Key Stage 1 library in a busy corridor and this is not conducive to their learning.
30. Since the last inspection, the school has broadened the range of opportunities for pupils to use and apply their literacy, numeracy and IT skills across the curriculum. A higher profile is given to ensuring that pupils carry out their own research in history and geography and older pupils make competent use of the contents pages and index when seeking out information from books. They scan the text carefully and are developing the skill of note taking. Good emphasis is given to data handling and measures in science, history and geography, particularly in Key Stage 2. Word-processing skills are an intrinsic part of the work in English and simulations add to the pupils' interest in mathematics and history, although the school recognises that subjects such as music are not yet well served by IT.

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

31. The school provides a broad and balanced curriculum, which successfully meets the needs of all its pupils. The quality and range of learning experiences provided in the Nursery are very good and are a strength of the school. Throughout the rest of the school, the curriculum is satisfactory. This is a significant improvement since the last inspection, when National Curriculum requirements were not being met in Information and Design Technology and there was a lack of detailed schemes of work to guide teachers' planning and to ensure progress as pupils moved through the school. The school now meets statutory requirements to teach the National Curriculum and Religious Education.



Satisfactory schemes of work are in place for all subjects and the youngest children receive a very good curriculum which incorporates the Desirable Learning Outcomes for children starting school and prepares children very well for Key Stage 1.

32. The school curriculum, with the exception of literacy and numeracy lessons, which follow the guidance in the recently introduced National Strategies, is currently based on a two-year rolling programme of topics. The school recognises the need to make changes to this structure in the light of the new National Curriculum and sound planning is underway to support its implementation in September 2000. The school has made a positive start on implementing the National Literacy and Numeracy Strategies, and has put in place appropriate support for teachers to improve guided group work for reading and writing and to provide a better match of work for all groups of pupils in mathematics. There is still further work to be done, particularly at Key Stage 1 and in Years 3 and 4, to ensure that the teaching is sufficiently rigorous and builds on what the pupils already know, understand and can do.
33. The quality of planning across the curriculum is variable. Although the staff have reached an agreement about the essential elements of curriculum plans, some staff, particularly in Key Stage 1 and in Years 3 and 4 do not take sufficient account of the pupils' prior learning. Sometimes vital components of planning such as assessment opportunities are omitted and this presents problems for teachers in evaluating the quality of the pupils' learning.
34. The pupils with special educational needs are offered a broad and balanced curriculum. Care is taken to ensure that specialist teaching outside the classroom does not conflict with their entitlement to the full curriculum. The school aims to identify and more appropriately challenge high ability pupils and has rightly identified the need for further development in this area. At present, these pupils are not always given work that stretches them or is sufficiently demanding, particularly in Key Stage 1 and in Years 3 and 4.
35. There is good, coherent provision for personal, social and health education appropriate to the needs and ages of the children. Children receive a good foundation in the Nursery, where social, personal and health issues are given a high priority, are discussed and included in the curriculum at a level suitable to their understanding. Throughout the school the good relationships between staff and pupils ensure that the climate for pupils' personal development is good and that relevant matters are discussed as they arise as well as through their inclusion in the curriculum. Pupils have knowledge through the curriculum about healthy foods, how to look after their bodies and how to behave appropriately. Sex education for the oldest children is managed with the help of the school nurse.
36. Personal, social and health education is properly addressed through subject planning, during informal conversations at circle times and in assemblies. The support staff are experienced and well trained, providing satisfactory support for the pupils' personal development.
37. The school makes sound use of its local community to enrich pupils' experiences and prepare them for life as adult citizens. Older pupils enjoy residential visits to the Isle of Wight and Weymouth, which combine outdoor pursuits with activities involving information technology. Various theatres and other groups have visited the school, including a poet in residence. There have been school trips to the 'Safety Street' in Reading and younger pupils have enjoyed visiting a local farm and nature reserve. The school has a strong link with the church through regular visits from the vicar who conducts a weekly assembly, and opportunities for pupils to take part in seasonal services in the church. The school belongs to the cluster group of local schools enabling

it to gain good support through the exchange of information and practice.

38. The range of extra-curricular clubs currently on offer is limited and is concentrated on netball, football, cricket and the activities of the school choir. Parents would like to see a greater variety of such activities and will be pleased with the plans to enlarge and enhance these in the next school year.
39. The school offers equal opportunities to all pupils in teaching and learning across the curriculum and in personal development. Commitment to equal opportunities is stressed in school documentation.
40. The school offers good opportunities to pupils who are learning English as an additional language. A specialist teacher visits one afternoon a week to coach pupils who need initial help. Pupils from a wide variety of ethnic origins cope very well in class and often achieve good levels of attainment.
41. The school's provision for pupils' spiritual, moral, social and cultural development is good. The daily act of collective worship meets statutory requirements.
42. Spiritual development has greatly improved since the last inspection and is now good. There is increased spiritual content in assemblies and in many areas of the curriculum. Time for quiet personal reflection is an intrinsic part of daily worship. In a dance lesson in Years 3 and 4, pupils were asked to reflect on the nature of the music before working out their movements. At other times spiritual awareness arises as a natural outcome of an experience. In the Nursery, for instance, children were enthralled by a wedding garment from Pakistan and gently stroked the fabric, whilst quietly reflecting on its beauty.
43. Key Stage 1 pupils showed great excitement and happiness in a science lesson when releasing their butterflies. They showed sadness and concern for the chrysalis that did not develop. One child showed great sensitivity when harvesting the first tomato of the crop and studying its form with awe and delight. A calm, meditative attitude was evident during a Key Stage 1 assembly where the children talked about precious things.
44. The process of metamorphosis moved pupils in Years 5 and 6. They have written sensitively about their feelings of wonderment and awe at the changes that occur to bring about the development of a beautiful butterfly. Feelings of joy and appreciation are often expressed in science investigations and in learning about life processes. Prayers of thanksgiving before lunch and at the end of the day are chanted respectfully.
45. The school engenders a good Christian ethos and also appreciates the values and beliefs of other faiths, celebrating Christian festivals and acknowledging Diwali, and Hanukkah, for example.
46. Provision for moral development is good. Attention is paid to caring for each other, respecting the environment and working co-operatively. The school has a strong code of behaviour and pupils are taught the difference between right and wrong. Nursery children know what is expected of them and behave very well, showing a good understanding of the basic rules. Pupils throughout the school are polite and helpful and develop a sense of honesty and fairness. Older pupils show a strong sense of justice. They are encouraged to debate and discuss issues that arise, such as bullying. Key Stage 2 pupils are divided into four houses, with elected house captains and vice-captains who are given organisational responsibilities. Pupils compete for awards to honour their 'house'. An award system for individual achievements for good work, effort or behaviour stimulates pupils to try hard.
47. The school makes good provision for the pupils' social development. There are plenty of

opportunities for pupils to engage in collaborative work. Older pupils help to organise sports and collections for charities, including the "Save the Children Fund". Year 5 and 6 pupils compete against other schools and enjoy regular opportunities to broaden their social contacts through sport and other activities. The school shows concern for local elderly citizens and arranges visits, entertainment and refreshments on their behalf. Pupils raised money to cover the cost of transport to the Royal Albert Hall, for the choir, by making and selling cakes and arranging competitions.

48. A new personal, moral and social education programme and the introduction of 'Circle Time' is helping pupils throughout Key Stage 2 by providing a forum for discussion of issues affecting their school life.
49. The school recognises that pupils should be given more chances to show initiative and take responsibility for their own learning. This is an area undergoing development, as is the extension of opportunities to develop citizenship, especially for older pupils, including the formation of a School Council.
50. Provision for cultural development is at least sound, and in some respects is good. Cultural differences in the school population are sensitively acknowledged and respected. Family members visit the school to talk about contrasts in beliefs and way of life. Special occasions are celebrated. Good links are made with other subjects such as religious education, music, dance, drama, English, history and geography. Pupils in Years 5 and 6 study different forms of jazz music, whilst those in Years 3 and 4 learn to appreciate the different ways that classical music depicts narratives. Older pupils have visited the British Museum in London, younger ones a local open-air museum. Religious education includes a wide range of opportunities for pupils to study major world faiths. Cultural education is enhanced by music and theatre groups visiting the school and by the incorporation of traditional British folksongs, dances and stories. Resources and artefacts to support pupils' learning about the traditions of non-European cultures is a recognised area of development.
51. The school works hard to promote all aspects of the pupils' personal development. An excellent programme begins in the Nursery and is extended into many areas of school life.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

52. The school has worked hard to improve security and all aspects of health and safety in the school since the last inspection. There is now a good health and safety policy in place and governors take these responsibilities seriously and with vigilance. Regular risk assessments are undertaken, which are formally recorded and reported to the full governing body. In the school office there is a book that is open to everyone in the school to note any concerns or issues concerning health and safety throughout the school.
53. The school has a sound child protection policy in place, which works in conjunction with appropriate child protection procedures of which all staff are aware. Many staff are trained in first aid and the school ensures that regular fire drills take place.
54. Procedures for monitoring and promoting attendance are satisfactory and the school is well supported by the educational welfare officer who visits regularly. The school has devised a clear and appropriate behaviour policy. Currently, pupils' behaviour and personal development are well monitored by means of entries on their personal record cards kept in each classroom. These cards are scrutinised by class teachers and the headteacher and if there are worries or concerns then parents are consulted immediately. The staff know their pupils well, which provides an extra dimension to the school's monitoring of their behaviour and personal development.

55. Pupils who have special educational needs are quickly identified by the school and given good quality educational and personal guidance to ensure their sound progress in all subjects. Pupils who are acquiring English as an additional language are very well integrated into all aspects of school life. There is a strong sense of multi-cultural harmony.
56. All pupils benefit from the school's very good support and pastoral care that ensures they feel safe and secure in their daily learning environment. This enables them to relax and enjoy their work leading to their successful achievement and sound progress.
57. The school has good systems in place for assessing pupils' attainment although arrangements for the use of assessment information to guide its work are in an early stage of development and are currently only satisfactory. Overall, the school provides effective support and advice for its pupils, informed by the monitoring of their academic progress and personal development.
58. Most teachers know their pupils very well and much useful assessment is done on a short-term, day-to-day basis. Marking of pupils' work, however, varies considerably from class to class. In general, the pupils are not given enough guidance on how to improve their work. The school undertakes all statutorily required assessments of its pupils. "Baseline" testing for the children in the Nursery and in the Reception class is undertaken and good use is made of this information in the Nursery. The school also undertakes a wide range of additional non-statutory tests and assessments, including "optional" mid-key stage tests and a range of commercial standardised tests in addition to "in house" spelling, tables and end of topic tests.
59. The information gained from the "baseline" testing is used effectively to identify pupils needing additional support on entry to the school and testing is used effectively to identify and support pupils with special educational needs and to "set" pupils for English and mathematics in Key Stage 2. The headteacher has begun to analyse and plot pupils' progress through the school and some targeting of individual pupils has been undertaken, although this system is not yet fully in place. However, although there are advanced plans to do so, the considerable amount of assessment data now available to the school is currently not being used effectively to adapt or amend the curriculum, to determine and compare overall progress in each class, or more importantly, to look closely at teaching methods. In addition, although there are noteworthy exceptions, in most instances, subject co-ordinators do not currently undertake any effective monitoring of the pupils' work to determine progress or coverage of the schemes of work. The co-ordinators do not play a full part in the detailed and systematic analysis of test results or trends in their subjects to identify where there are weaknesses in provision or where improvements could be made.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

60. The school has undergone a period of some turbulence since the last inspection, which, understandably, has had an unsettling effect on staff, pupils and parents. Whilst the large majority of parents made favourable comments about the school at the pre-inspection meeting and on returned questionnaires, the inspection team received a number of communications from parents indicating their unhappiness and concerns, particularly on the staff turnover due to take place at the end of the current term. However, most comments on the school's links and relationship with parents were positive and these parents feel the school is doing its best for their children who are keen to attend and are happy there.
61. Sound systems are in place to ensure appropriate communication with parents and considerable improvements have taken place since the previous inspection. Regular newsletters are sent home and parents and the school together produce a news-booklet each term containing details of school and community events. Parents are invited to attend school worship each Friday and governors hold surgeries for parents every half term. Open evenings are held to discuss pupils' progress and this term the school is improving the format of pupils' annual reports in response to the views of parents. The new system will provide parents with a much more individual picture of what their children know, understand and can do. The current reports contain targets and provide space for pupils' own comments on their progress.
62. Currently the school agrees with the inspection team's view that the setting of homework is inconsistent across the school and that there is insufficient communication with home by means of reading or homework diaries, for example. Plans are in hand to introduce 'home-school chat books' for all pupils in the Autumn Term to strengthen communication between the school and all parents and enable them to play an even greater part in supporting their children's education at home.
63. A number of parents are able to give their time and expertise to help in the classrooms and on school outings. The school has compiled a skills register to ensure that parental talents are most appropriately placed in the school when they help out. A hard-working home-school association is committed to arranging fund-raising and social events each year to provide extra benefits for all pupils.
64. The partnership between the school and the large majority of parents works well. They feel welcome in the school at all times and feel that their input is valued and appreciated. The school is aware that it needs to gain the confidence and support of the small number of parents who are less positive about the partnership that currently exists between them and the school.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

65. The recently appointed headteacher is a strong and effective leader with a coherent vision for the school. She has undertaken a thorough and honest evaluation of the school's strengths and weaknesses. Despite some considerable resistance, she has made a positive start in tackling some fundamental aspects of the school's work with rigour and purpose. The school development plan is well conceived and identifies appropriate priorities and actions to improve the quality of education for all groups of pupils.
66. The role of subject co-ordinators and senior managers in monitoring standards and the quality of teaching and learning is under-developed. However, a good start has been made on reviewing roles and responsibilities and the headteacher has set a clear agenda for improvement. Serious weaknesses in leadership and management were identified at the time of the previous inspection, but in recent months, rapid progress has been made

in setting and agreeing an agenda for school improvement, building on the sound work undertaken by a consultant headteacher and the deputy-head.

67. The school's aims and values are firmly based on the principles of a Christian tradition and great importance is placed on striving for the highest standards in all aspects of the pupils' lives. Priorities for action, identified in the school development plan, are firmly based on this tenet and take full account of performance data and the outcomes of consultations with all members of the school community. The plan includes very clear and considered criteria to monitor the school's progress towards its aims and targets and to evaluate its level of success. Financial planning is very good and underpins the school's drive to improve the quality of teaching and learning and continue to raise standards.
68. The governors are hardworking, well organised and highly committed to the school. Many governors are new and have quickly assimilated their roles. They have a very good understanding of the school's strengths and weaknesses and have played a full part in drawing up plans for school improvement. Statutory requirements are now being met in full. Strategic planning is good and there is a very clear focus to the school's work. Good use is made of their individual expertise and interests in shaping the direction of the school, alongside the headteacher and staff. Significant improvements have been made in the management of their work since the last inspection. The outcomes of all meetings are now carefully minuted; there is good communication between the sub-committees, enabling effective decision making processes. Good use is made of specific funding to support special projects, careful checks are kept on all expenditure and the governors are vigilant in ensuring that the decisions they take are in the pupils' best interests and enable the school to pursue its goals.
69. The governors take seriously their role as a critical friend of the school. Many governors have visited the school to gain further insights into specific aspect of its work. A good start has been made on identifying the school's strengths and weaknesses and in evaluating recent actions that have been taken to improve the school's curriculum management. The governors are fully aware that their role in monitoring the school's work is at an early stage of development, but are now in a much stronger position than was the case at the time of the previous inspection.
70. The subject co-ordinators provide sound support for their colleagues and keep a watchful eye on medium term planning to ensure curriculum continuity and coverage of the programmes of study. They ensure that their subjects are adequately resourced and keep up to date by attending appropriate in-service training courses. Sound progress has been made in these areas of their work since the previous inspection in 1997. However, their role in analysing performance data, scrutinising samples of pupil's work to track their progress and gain insights into the effectiveness of teaching and learning, for example, is under-developed.
71. The school is efficiently managed on a day-to-day basis. The administrative assistant gives good support to the staff and pupils. Routine procedures operate efficiently and unobtrusively. Good use is made of IT systems to monitor spending and to maintain up-to-date information about school developments and pupil matters.
72. Pupils with special educational needs are quickly identified. They are assessed, their progress is carefully monitored and their needs reviewed on a regular basis. Statutory requirements are met. The school maintains an appropriate and securely maintained register of SEN. Specific funding is used to provide appropriate support and there is good liaison with outside specialists. The quality and usefulness of individual education plans (IEPs) has been much improved since the last inspection. They provide clear information to support teachers' planning and identify measurable targets to evaluate the rate of

progress in the pupils' learning.

73. There is a sufficient number of appropriately qualified staff to teach the National Curriculum and the curriculum for children under five. There are also well-qualified support staff who are generally effectively deployed. Most are involved in the support of children with special educational needs and those for whom English is an additional language. A well-qualified visiting teacher supports the pupils who are at an early stage in their acquisition of English. Her relationship with these pupils is good and her teaching is effective and enhances the school's provision.
74. New job descriptions ensure that staff are aware of the school's expectations. They take full account of recent changes in primary education in relation to the role and responsibilities of subject managers, key stage co-ordinators and senior management. The headteacher and an experienced teacher in Key Stage 1 share the role of co-ordinating special educational needs (SENCO) and this has helped to improve procedures and practice in the school. There have been historical difficulties in the time given to the SENCO and the status of this role. A new job description has been drawn up, a new experienced appointee takes up her post in September and non-contact time will be available to enable her to support the staff and to monitor the progress of the pupils. The school has experienced considerable difficulties in the recruitment of mid-day staff and this has slowed progress in the implementation of a revised code of conduct. The staffing situation has recently improved and the school is now forging ahead with its planned improvements in behaviour management at lunchtimes.
75. Resources are sound overall and good in science. IT resources have improved a great deal since the last inspection and provision is now at least satisfactory. There are insufficient artefacts for religious and cultural education. In all areas, resources are well cared for, storage is safe and orderly and the staff and pupils can access equipment and materials with ease.
76. The accommodation is adequate to meet the needs of the curriculum. There is a good standard of cleanliness. The building is of open-plan design and the school has rightly sought funding to carry out major improvements during the summer recess. The proposed separation of the shared classrooms into discrete units is timely. The school also plans to carry out similar improvements to two other classrooms through a self-help initiative. This is a positive development and should help to eliminate noise from neighbouring classrooms; a problem that was also noted during the inspection, and that sometimes impacts adversely on teaching and learning. The internal decoration of the school is adequate, but carpeting in some areas is well worn. Examples of pupils' work and useful visual aids displayed on walls and other flat surfaces considerably enhance the learning environment. The grounds are attractive and well maintained. The library areas are functional, though they do not encourage browsing or provide adequately for groups of pupils to carry out research. The IT suite is situated in a busy corridor and there are often frequent interruptions to lessons. The visiting teacher who supports pupils who are learning English as an additional language works in the Key Stage 1 library, but this area is not separated from the classrooms and noise can be a distraction at times. The school is very aware of these shortcomings and has identified a well-considered staged programme of improvements.
77. The pupils are not able to use the school swimming pool at the present time because it is unsafe. Parents are being consulted to gauge their views on a range of options regarding future provision.
78. Overall efficiency in all aspects of school management and the provision of education is satisfactory. In view of the pupils' attainment on admission, the standards achieved, the good teaching, positive leadership and management and effective use of the available funds and resources, the school provides satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

79. In order to further improve the quality of education that the school offers to its pupils and to build on the good improvement since the last inspection, the headteacher, staff and governors should implement the priorities set out in the school development plan, paying particular attention to the following:

- **Improve the pace and rigour of teaching and learning, particularly at Key Stage 1 and in Years 3 and 4, in order to achieve a consistently high standard throughout the school by :**
  - a) developing a whole-school system for curriculum planning;
  - b) making better use of assessment information to ensure that all pupils are given work that stretches them and builds on what they already know, understand and can do;
  - c) raising teachers' expectations of what the pupils can achieve by sharing expertise and building on the good standards attained by the children in the Nursery.

*(Paragraph reference: 3, 5,8,19, 21, 22, 23, 25, 26, 27, 28, 32, 33, 34, 57, 59, 99,101, 106 107, 108, 109, 111, 137, 143, 151,153)*

- **Build on the good work that has been undertaken in defining the roles and responsibilities of senior managers, subject co-ordinators and governors, by enabling them to play a full part in monitoring the school's work.**

*(Paragraph references: 59, 66, 69, 70, 102,133,145, 162)*

- **Develop a whole-school approach to the presentation and marking of pupils' work. Ensure that pupils know what they need to do to improve their work and provide greater opportunities for them to evaluate their own performance.**

*(Paragraph references: 8, 58, 98, 99,100)*

- **Develop a whole-school approach to record keeping that incorporates the setting of individual targets for all pupils and that empowers teachers to track the progress of the pupils in their class.**

*(Paragraph references: 22, 23, 25, 26, 27, 28, 32, 33, 34, 59, 96, 102)*

79. In addition to the key issues above, the following less important issues should be considered for inclusion in the action plan:

- a) Provide more opportunities for pupils to take responsibility and to show initiative.  
*(Paragraph references: 16, 49)*

- b) Improve the library and encourage the pupils to read more widely for pleasure and for information.  
*(Paragraph references: 7, 96, 97)*

- c) Provide more experiences and artefacts to enrich the pupils' awareness of other faiths and cultures.  
*(Paragraph references: 50, 75, 79, 130, 133, 146, 162)*

- d) Complete the planned improvements to the accommodation and also make the adjoining classrooms used by Years 5 and 6 and Years 1 and 2 into discrete units to minimise



noise levels and distractions to the pupils' learning.  
(Paragraph references: 76, 135)

- e) Provide a quiet area in which the visiting support teacher can work with those pupils who are learning English as an additional language.

(Paragraph references: 29, 76, 135)

- f) Broaden the range of extra-curricular activities and open up access to the younger pupils in Key Stage 2.

(Paragraph references: 38)

- g) Ensure that homework is given on a regular basis and that parents know what their children are expected to do each week.

(Paragraph references: 62)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	42

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	23	44	26	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	244
Number of full-time pupils eligible for free school meals	0	14

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	44

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	31

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	26

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.27
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	18	18	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	17
	Girls	17	18	17
	Total	32	33	34
Percentage of pupils at NC level 2 or above	School	89 (89)	92 (86)	94 (88)
	National	82 (80)	83 (80)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	18
	Girls	18	18	18
	Total	33	35	36
Percentage of pupils at NC level 2 or above	School	92 (86)	97 (86)	100(88)
	National	82(80)	86 (84)	87 (85)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	20	17	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	15	20
	Girls	15	11	15
	Total	33	26	35
Percentage of pupils at NC level 4 or above	School	89 (79)	70 (75)	95(79)
	National	70 (64)	69 (58)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	18
	Girls	12	13	12
	Total	26	27	30
Percentage of pupils at NC level 4 or above	School	70 (79)	73(82)	81(86)
	National	68(64)	69(64)	75(70)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	9
Pakistani	3
Bangladeshi	0
Chinese	7
White	212
Any other minority ethnic group	5

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11.1
Number of pupils per qualified teacher	22.4
Average class size	24.6

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	71

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/00
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	£
Total income	450,923
Total expenditure	454,775
Expenditure per pupil	1,710
Balance brought forward from previous year	29,449
Balance carried forward to next year	25,591

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	270
Number of questionnaires returned	88

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	7	0	0
My child is making good progress in school.	34	59	5	0	2
Behaviour in the school is good.	18	61	8	3	9
My child gets the right amount of work to do at home.	14	52	23	5	7
The teaching is good.	47	44	5	0	5
I am kept well informed about how my child is getting on.	23	58	15	0	5
I would feel comfortable about approaching the school with questions or a problem.	35	49	8	8	0
The school expects my child to work hard and achieve his or her best.	32	63	1	1	3
The school works closely with parents.	14	55	22	9	1
The school is well led and managed.	11	36	11	22	19
The school is helping my child become mature and responsible.	25	61	7	0	7
The school provides an interesting range of activities outside lessons.	7	23	39	17	15

## **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**

80. Children are admitted to the Nursery from the age of three and attend part-time. Most children spend four terms in this class transferring to the main school at the start of the term following their fifth birthday. The children's attainment on entry varies widely, but is generally above average. Many children have well developed skills, whilst some are learning English as an additional language and others have less well-developed social and linguistic skills. By the time they move into the reception class, the majority of the children have attained the Desirable Learning Outcomes in all six of the Areas of Learning for children starting formal schooling. A significant group surpasses these goals and is working within Level 1 of the National Curriculum.
81. At the last inspection in 1997, there were serious weaknesses in the quality of education for children in the Nursery. Substantial improvements have taken place in every aspect of the provision for children under five and the Nursery is now a significant strength of the school. The teaching overall is very good. The staff have an excellent understanding of the needs of young children. Their knowledge of the recommended learning outcomes for five-year-olds and the first stage of the National Curriculum is skilfully woven into a dynamic and comprehensive curriculum. The daily programme is well conceived and expectations of the children are consistently high. There are exciting activities to engage the children. Relationships are excellent and the children feel secure and valued. Displays of the children's work are imaginative and carefully executed. The staff are highly skilled observers and make very effective use of their knowledge of the children's achievements to plan the next steps in their learning.
82. The children settle quickly and make consistently good progress in all areas of learning. They become increasingly confident, as was shown during rehearsals for a community assembly when the children performed with aplomb, projecting their voices to very good effect and revelling in the chance to share their work with a wider audience. They participate with enthusiasm in the full range of activities on offer; learning is great fun. They often become engrossed in their imaginary worlds and at other times concentrate and persevere with determination to master skills such as cutting, joining and building. They work hard throughout the sessions and are establishing very positive work habits.

### **Personal and social development**

83. Children's personal and social development underpins the work in the Nursery. The teacher and the nursery nurse are excellent role models and teamwork is impeccable. The children become increasingly independent and quickly gain the skills and dispositions to become competent and enthusiastic learners. They are willing to take the initiative, collecting resources without recourse to an adult. They relate very well to one another and to adults, contributing with growing confidence and fluency to discussions. They share resources willingly, wait patiently for their turn and frequently become deeply absorbed in their chosen activity. Routines and procedures are well established and the children know exactly what is expected of them. The children show respect for the beliefs of others. For example, they tenderly stroked the shimmering fabric of a Muslim wedding dress and listened intently as the teacher described some of the ways in which marriages are celebrated in different cultures. They develop an early understanding of right from wrong through stories and references to simple rules about caring for others and being a friend. Children who are bi-lingual or who are at an early stage of acquiring English are well supported and sensitively encouraged to join in discussions.

84. There is a very well balanced programme, which includes times when the children work directly with an adult in small and large groups and times when the children can choose from a variety of stimulating and appealing activities. When any new provision is introduced such as the café, children learn the rudiments of playing in role alongside an adult and quickly incorporate this into their own play with others. As a result, the children collaborate very well, refine their social and linguistic skills and play purposefully. Every opportunity is taken to reinforce the social skills of listening to others, speaking clearly, sharing and helping one another.

### **Language and literacy**

85. The majority of the children attain the Desirable Learning Outcomes and a significant number are working within Level 1 of the National Curriculum. They make good and often very good progress. They listen intently and respond to stories with enthusiasm. Most children can recognise and write their own names accurately and some can write simple sentences independently and copy beneath an adult's writing showing careful letter formation. They know and use the terms author and illustrator and can retell familiar stories using remembered text. They have a good understanding of phonic initial sounds and letter names and often make spontaneous use of this knowledge when contributing to discussions. They readily experiment with mark-making in the café and at the writing table. They use a growing vocabulary with confidence when talking about familiar events in their own lives. Children who are learning English as an additional language and those with special needs are very well supported. They have regular opportunities to work with the teacher on carefully structured activities designed to improve their knowledge and use of vocabulary. In whole-class discussions, the teacher targets specific questions to these children to check on their understanding and to encourage participation. The children's efforts are praised and as a result they grow in confidence and self-esteem.

### **Mathematics**

86. A strong emphasis is given to mathematics and good use is made of planned and incidental opportunities to reinforce important concepts and provide practice in the skills of counting, sorting and matching for example. The children make good and often very good progress during their time in the Nursery and a significant group enter the Reception class already working within Level 1 of the National Curriculum. Many of the oldest children can count accurately to 20 and often well beyond this. They recognise numerals to at least 20 and can sequence numbers accurately. They complete the date board at the start of each session, taking turns to find the correct number card, day of the week, month and season. They can solve simple addition and subtraction sums to 10 and have good opportunities to explain their methods of calculation and to verbalise number statements such as '5 candles and 2 more candles makes 7 altogether.' The children bring in collections of objects of a given number each week and lots of practical activities and discussion takes place around this work. The teacher is very talented in the way that she uses her imagination and creativity to introduce exciting starting points for the children to explore pattern and the relationship between numbers.
87. Mathematics is often woven into small games outdoors where the children have great fun finding the right shape, or jumping '1 more than 3'. Very good attention is given to enabling the children to use mathematical vocabulary with understanding and confidence. Interesting games incorporating simple and relevant ways of recording addition and subtraction and introducing the concept of totalling provide new challenges for the children. A good example was seen where children took turns to throw a dice and then drew the corresponding number of spots on a series of bow ties. At the end of the game they added up their scores and discussed why different combinations of numbers produced an identical total. Expectations are consistently high and every

opportunity is taken to extend the children's mathematical competence. The children can identify two and three-dimensional shapes. Older children know that solids have faces and edges and can be grouped into cuboids, cubes and spheres. They experiment confidently in the sand and water and talk about differences in capacity and volume. They confidently estimate the number of scoops of sand needed to fill a small jug and then check whose guess was the most accurate.

### **Knowledge and understanding of the world**

88. Children make good gains in their learning and attain the Desirable Learning Outcomes by the time they reach the age of five. Some children show a detailed grasp of some aspects of science such as life cycles of frogs and butterflies, the needs of plants and living things. They make confident use of the computer and have used a digital camera and compared these images of themselves with photographs of when they were babies. They make close observations of the changes to the texture of the dough when making buns and have experimented with bubble making and with magnets. Older children have considered the qualities of construction materials when making houses and buildings. Two children working in the sand tray using trowels and large wooden bricks had a good grasp of the concept of interlocking the bricks and knew that this was important to make the wall strong. In the café, they carry out the roles of customer, waiter, chef and cleaner with a good level of understanding and sustain their play very well. When playing with roadways and a model farm, the children acted out simple scenarios based on their own experiences, gave clear instructions to one another and made very good use of their imagination.
89. The provision for this area of learning is very good. There is a wealth of first-hand experiences, including a wide range of visits to places in the locality such as a nature centre, farm and a model village. Play activities are carefully structured to build on these experiences and provide opportunities for the children to try out new ideas and to make purposeful use of their own knowledge and experience of the world. Children are encouraged to ask questions and to reason and predict possible outcomes as they experiment through their play.

### **Physical development**

90. The children make good progress in developing fine motor skills. They use scissors, brushes and pencils with good control. They concentrate hard when manipulating jigsaw pieces into the right place and when manoeuvring construction materials to make their own invented models. They achieve a high standard of control and co-ordination through simple gymnastic work in the hall, showing very good use of their imagination and steady flowing movements as they travel along benches and other small climbing apparatus. The teaching of fine and gross motor skills is very good. There are stimulating activities to engage the children's interest, patient instruction, and judicious praise and encouragement from the staff. The children's efforts are acknowledged and celebrated so that they grow in confidence and self-esteem. Their progress in mastering key skills and in improving their co-ordination is carefully monitored through regular assessments and the information is used to provide additional practise for those who need it and more challenging tasks for those whose skills are well developed. The staff have consistently high expectations of the children and provide opportunities for them to excel and to work to the limits of their capability. This was very apparent in an excellent gymnastics session where children practised three-point balances and made superb gains in confidence and control. They responded very well to instructions, paid good attention to their own movements in relation to others, took turns on the apparatus and showed a very good understanding of the technical language of movement and space.



## **Creative development**

91. Children make good progress in their creative development. They compose pictures and prints using a wide range of resources and confidently experiment with line and colour. They confidently experiment with malleable materials such as clay and dough, making very good use of their imagination when making their own jewellery. They make close observations of the work of famous artists such as Matisse, capturing the essence of his work using chalks. They compose simple tunes and sound effects, recognise and describe the sounds made by different percussion instruments and join in singing rhymes and songs enthusiastically and in unison. They act out stories in the course of sharing books together and move imaginatively and rhythmically to recorded music during dance sessions. The provision for this area of learning is often exciting; the children know their investigations will be valued and are keen to try out new ideas and techniques independently. The skills of colour-mixing, modelling with a wide variety of materials and playing instruments, for example are very well taught. The staff sensitively suggest other possibilities as the children work in order to extend their learning. The children are expected to take responsibility for organising themselves and for clearing away the resources at the end of sessions. They learn to refine their choice of materials through trying things out for themselves and learning from their mistakes in a secure and supportive atmosphere.

## **ENGLISH**

92. Standards in English in the national tests in 1999 were well above average at both key stages. Pupils enter the school from the Nursery with above average language skills and make steady progress throughout. Pupils with special educational needs are well supported and make satisfactory progress in both key stages, whilst for pupils who have English as an additional language progress is good.
93. In the lessons seen during the inspection attainment at Key Stage 1 was above the national average. Almost all the children consistently displayed good attitudes to their work and sustained concentration. At Key Stage 2 attainment in lessons seen was usually good and sometimes very good. Pupils' attitudes to their work were good on all occasions and often they were very good. They showed real enjoyment in many lessons.
94. The literacy hour has been implemented throughout the school and has encouraged teachers to think carefully about the content of English lessons. Pupils show understanding of the elements, which enable them to speak and write effectively. Throughout the school pupils are happy to talk to visitors about what they have achieved and understood. In many classes pupils participate fully in discussions about aspects of their work such as grammatical or phonic elements in sentence or word building. In one Year Six class pupils were heard performing poetry as a group. They displayed good skills and their enthusiasm to participate was infectious. However, generally there was less emphasis in the lessons seen on aspects of effective speaking and listening. This was reflected in the reading aloud by pupils.
95. Whilst general standards in reading are good at both key stages and some pupils displayed an understanding of the importance of clear delivery and of entertaining the listener, others lacked enthusiasm for books and the performance, even of some more able pupils, reflected this. All children are heard to read in their literacy groups but there is a lack of systematic strategies to broaden and extend reading on an individual basis. The school has identified a need to strengthen the home-school partnership in reading through the introduction of a Reading Diary to be shared by pupils, parents and teachers to record achievements and difficulties. A need has also been recognised for more systematic and rigorous recording of reading and for reading conferences, in which

older children particularly, receive more feedback, discuss their own reading and are encouraged to develop higher order skills such as skimming and scanning text.

96. There are plans to give a higher profile to the library, which is at present under-used across the curriculum. The school has also correctly identified a need to introduce more non-fiction books, particularly for those pupils who are less able readers or whose vocabulary in English is limited.
97. Writing reflects aspects of work across the curriculum. Key Stage 1 pupils write advertisements for houses and record their thoughts about the jungle and its wild animals. Reception pupils are able to frame their own sentences; a number are able to write these for themselves whilst others receive the support of teachers and voluntary helpers with spelling and letter formation. Evidence from the work seen shows that a number of the more able Reception children are capable of responding to more challenging tasks in their written work.
98. In other lessons seen at Key Stage 1, the pupils write neatly, framing their own sentences and using phonic strategies or simple dictionaries to spell words. They show an understanding of rhyme and alliteration, of past and present tense. They settle to their tasks purposefully in the main but in some lessons seen, some of the less able pupils found the work they were given was too difficult, and they made insufficient progress in their written tasks.
99. At Key Stage 2 there is evidence of writing for different audiences across the curriculum, with some good examples of reports and creative writing in geography, history and religious education. A particularly effective account by a Year 3 pupil of a chase by Vikings reinforced and was inspired by work in history. Good work in poetry was also seen. Of particular note was a sensitive interpretation of a walk of the woods by a lower Key Stage 2 pupil. At upper Key Stage 2 there were good accounts of visits to the British Museum and evaluations of Tudor buildings. Pupils all demonstrate the ability to write with fluency and a good vocabulary. Whilst most work is grammatical and well punctuated, there is a lack of continuity and insufficient emphasis on standards of presentation. This is reflected in lessons where expectations are not routinely expressed as to the presentation of work.
100. Overall, the teaching in English is good; subject knowledge and understanding of pupils' developmental levels are demonstrated in discussions. However, this is not consistently translated into suitably differentiated tasks for pupils and the more able are often not sufficiently challenged. Planning in the short term is on occasions insufficiently rigorous and, in some cases, comprises a list of activities. Assessment opportunities are not identified or used to check the level of attainment and understanding within lessons. The purposes of learning are not routinely shared with pupils, so that they can explain what they are learning but not why. All teachers provide good language models for their pupils; relationships are good and facilitate learning but the atmosphere created is on occasions dull and unstimulating. In one exemplary lesson, the enthusiasm of the teacher for the subject kindled excitement in the pupils and a high level of attainment and progress resulted. In this lesson there was excellent subject knowledge and understanding, a variety of vocabulary was introduced and the teacher gave sensitive support to the pupils with special educational needs.
101. There has been considerable emphasis on preparation for and implementation of the National Literacy Strategy. English has appropriate school policies to support it and the subject is monitored both by the headteacher, who is presently fulfilling the role of co-ordinator and by the literacy governor. The school carries out the appropriate national tests and these are well supplemented by regular tests in reading and spelling. The school has begun to analyse performance in national tests but this information is not yet

fully used by the class teachers to inform planning and ensure an appropriate match of work for all groups of pupils.

## **MATHEMATICS**

102. Lesson observations during the inspection, a scrutiny of work undertaken during the school year and discussions with pupils during lessons indicate that the current cohort of Year 2 pupils have made satisfactory progress and the majority are on course to attain standards broadly equivalent to those expected nationally at the end of the key stage. Although standards in lower Key Stage 2 remain satisfactory, by the end of Key Stage 2, in Year 6, pupils' overall standards are above national expectations for their age.
103. During the current year the school has adopted and implemented the National Numeracy Strategy generally satisfactorily. Pupils undertake a wide range of work in all areas of mathematics. Samples of pupils' work during the year demonstrate that pupils in both key stages have undertaken a variety of work on shape, space and measures, and have tackled a range of problems involving handling data and investigation. Lesson observations confirm that pupils make satisfactory use of their numeracy skills in other curriculum areas and numeracy skills at the end of Key Stage 2 are good.
104. Most pupils in the Reception class are able to count on and back in 2's and a minority of above average pupils are able to count on from any given number. Pupils are using everyday words to describe position, direction and movement, such as "behind", "above" and "below". Most pupils in Year 1 are able to recognise two-dimensional shapes including a hexagon and pentagon and the majority are able to count on and backwards in 2's and 10's. The majority of Year 2 pupils are able to count in 3's up to 50 using a number square. They are using number sequences, identifying patterns and relationships. Most pupils are able to set a clock face to show the hour and a significant minority is able to set the hands to show a half-hour accurately. Although a small percentage of higher-attaining pupils are working at Level 3, most pupils in the current Year 2 cohort are working at levels expected for their age.
105. In Key Stage 2, pupils are "set" for mathematics lessons. Year 3 pupils in the "middle" Year 3/4 set are solving simple word problems involving money, for example: "If I've got 20p, how many sweets at 6p can I buy?" Some Year 4 pupils in this set are choosing and using the appropriate mathematical operation and are explaining how the problem was solved. The majority of Year 3 pupils in the lower-ability set know how to recognise odd and even numbers to three places, investigating confidently. Year 4 pupils in the above-average set are developing a variety of mental methods to reach a target number, using the four operations confidently. Year 5 pupils in the lower-attaining Year 5/6 set know that there are 100 cm in a metre and that each cm is therefore one hundredth of a metre. A small minority of pupils understands that this is shown as 0.01 in decimals and that "you don't need the nought" in 0.20. Most Year 5 pupils in the middle Year 5/6 set demonstrate above-average attainment. They are solving problems by representing and interpreting data in tables, charts, graphs and diagrams, preparing data such as the frequency of letters in sample English and French texts, making a "tally chart" to record how many times the letter "k" appears in each text, for example. When handling data they understand "axis", "scale" and a minority are able to construct a graph with the vertical axis labelled in 2's. A majority of Year 6 pupils are able to count on and back in 5's and 7's quickly and accurately. They understand "mode", "median", "range", "mean" and are able to calculate these accurately from given data, such as when analysing cricket scores – the total number of runs, the average score for each player, the median score for each team and the range of runs scored by each team.
106. Teaching in mathematics lessons at Key Stage 1 ranges from good to satisfactory, and

is satisfactory overall. In Key Stage 2, however, teaching ranges from very good to satisfactory and is good overall. In the best cases teachers utilise a good range of strategies to motivate and interest pupils and follow the recommended numeracy lesson format and programmes of study closely. They plan lessons well, provide a good range of resources and make good use of praise and questioning. Where teaching is very good, as in one Key Stage 2 lesson observed, the teacher ensured all pupils were paying appropriate attention, used correct mathematical vocabulary and terminology and motivated pupils very well with obvious enthusiasm for the subject. She provided good opportunities for pupils to explain their methods and practise what they knew. In a number of otherwise satisfactory or good lessons, at both key stages, however, teachers do not provide appropriate activities for the differing levels of ability in their classes. They rely too heavily on higher-attaining (or older) pupils getting further with the work and lower-attaining (or younger) pupils receiving additional help while undertaking the same activity. In a number of lessons at Key Stage 1, teachers' expectations are not sufficiently high and the pace of the lesson, especially the "quick mental/oral" activity which begins each numeracy lesson, is slow and insufficiently challenging. This sometimes leads to some minor inattention and restlessness which, in turn, results in limited progress.

107. Pupils' attitudes and behaviour in mathematics lessons are satisfactory in Key Stage 1 and good overall at Key Stage 2. In most lessons pupils enjoy and are enthusiastic about their mathematics work, especially the mental and oral activities, respond well to their teachers and work together well without the need for constant teacher-intervention. The quality of learning and progress made is linked directly to the quality of teaching in individual lessons. Where teaching was good or better, in both key stages, teachers ensured pupils were well motivated, pace was at least satisfactory and classroom management skills were effective in ensuring pupils remained at their work. Where learning was just satisfactory, in a number of lessons at Key Stage 1, the pedestrian pace lead to some minor inappropriate behaviour.
108. Although the school has implemented the National Numeracy Strategy largely effectively, in a number of lessons seen, the pace of teaching was insufficient to motivate or challenge the pupils to the best effect. In addition, the provision of appropriately matched work for pupils of different abilities within mixed-age classes or sets was limited. For example, all the Year 1 pupils within a Year 1/2 class were given one worksheet and Year 2 pupils all being given another, irregardless of prior attainment. Pupils within sets at Key Stage 2 are too often given the same challenge. Resources for the subject are satisfactory overall and funding has been allocated to purchase additional resources to support the Numeracy Strategy. Use of the wide range of data available on pupils' attainment and progress in mathematics to analyse strengths and weaknesses in the curriculum and teaching is in a very early stage of development.

## **SCIENCE**

109. Attainment in science at the end of Key Stage 1 is satisfactory and is in line with national expectations. By the end of Key Stage 2, the pupils attain standards that are above the national requirements for eleven-year-olds.
110. In Key Stage 1, the pupils make satisfactory progress overall and good progress in their knowledge and understanding of life and living processes. At Key Stage 2 progress is good overall. Pupils with special educational needs make satisfactory progress throughout the school. Higher attainers are sufficiently extended at Key Stage 2, though they are not always given work that is sufficiently challenging at Key Stage 1. Although the teachers provide different worksheets for separate groups of pupils, these do not take enough account of what the pupils already know, understand and can do.
111. In the Reception Class, pupils know about parts of the human body and study food

families. They know which objects will be attracted to a magnet and that metal rather than wood will be suitable. They are beginning to record the results of their experiments on simple charts. By the end of Key Stage 1, the pupils have extended their knowledge of magnetic force and know about the significance of the North and South Poles. They have a more detailed knowledge of the human skeleton, and a good awareness of living and non-living things. They talk with confidence about healthy eating.

112. At the lower end of Key Stage 2, pupils understand and can explain the effects of forces. They have learnt that pulling or pushing will propel objects in different directions and that generating heat by twisting malleable objects such as plasticine will alter its form. Investigations to decide how much weight a strand of spaghetti could withstand has reinforced the awareness of careful grading in the use of weights. The pupils' written work shows a good understanding of the processes of scientific experimentation, with a strong emphasis on prediction and on the interpretation of results.
113. By the end of Key Stage 2, pupils have a wealth of scientific knowledge and understanding. They have learnt there are many forms of energy and that it can be transferred from one form to another. They talk knowledgeably about kinetic energy, as potential or stored energy and illustrate this by using a swinging spoon on a string. Pupils are aware of resistance or friction when an object moves against another and of oscillating energy, demonstrated by a bouncing tennis ball. Pupils' written work shows valuable investigations into the properties of different papers, shapes of boats, light and darkness and the properties of training shoes. Pupils have studied the building of the pyramids and the solar system. Their experiments in reflection, using angled mirrors, show precise diagrams and accurate recordings. Written work is very detailed and carefully produced, with evidence of good understanding and pride in presentation.
114. The quality of teaching in science lessons was never less than satisfactory at Key Stage 1 and very good at Key Stage 2. Lessons are well prepared and plans are constructive. Management of the pupils is good. Clear use is made of demonstrations and explanations are precise, showing good attention to the use of technical vocabulary. Good use is made of assessment and pupils are encouraged to appraise their own work. Strong attention is paid to careful and safe handling of objects.
115. The pupils have very good attitudes towards science. They enjoy the lessons and are especially keen on the practical activities. They make good effort to improve their skills of observation and testing. Pupils are very careful in handling apparatus and are mindful of safety rules. They have very good relationships with staff and are very well behaved in lessons. All pupils show caring attitudes towards living things and the environment. This was seen during the inspection, when pupils in a Year 1 and 2 class were enthralled with the emergence of a butterfly from a chrysalis. Their joy and pride in rearing these creatures were evident in the way that they combined facts with feeling of joy. A pupil in Year 5 was moved to compose a poem about this and wrote of "a long white body ... wrapped in a silken dream". Science makes a strong contribution to the pupils' spiritual development. Older pupils study well on their own and work co-operatively with others.
116. The co-ordinator has immense enthusiasm for the subject. The science policy and schemes of work are very well established and are under constant review. There are good systems in place for the ongoing assessment of the pupils' progress, but at Key Stage 1, this information is not always used to ensure that pupils are given work that stretches them. Pupils throughout Key Stage 2 are regularly tested in their knowledge and understanding of science. Samples of experimental and investigative work are kept for each child. A carefully structured action plan supports the priorities in the school development plan.

117. Resources for science are good and are regularly updated. They are stored methodically and easily accessed by staff and pupils.

## **ART**

118. Evidence provided by a number of lesson observations at both key stages and a survey of work undertaken during the current school year and on display in classrooms and around the school suggests that a satisfactory range of work in a variety of media is planned at an appropriate level for each year group. By the end of both key stages pupils have made satisfactory progress, and there is evidence of some good progress, especially in the area of observational drawing, at the end of Key Stage 2.
119. In Key Stage 1, pupils in Year 1 in an art/design and technology lesson designing and making “fridge magnets” are experimenting confidently with materials, making effective use of their imagination and demonstrating good brush control. Year 2 pupils creating a collage of a historical building demonstrate satisfactory drawing, cutting and glueing skills and are using shape, form and space appropriately in images and artefacts. No art lessons were observed in lower Key Stage 2 although large-scale “papier mache” Viking sculptures, based on careful observational studies of the human form, were on display in the Year 3/4 classrooms. Year 5 and 6 pupils making a printing block are observing details of leaves carefully, making rubbings of a leaf, transferring this onto cardboard and glueing string onto the outline and veins to make a printing block for use in a following lesson. A survey of work on display confirms that pupils have sufficient and appropriate opportunities at both key stages to develop an understanding of artists’ work and apply it to their own. Work was on display around the school based on the work of western artists such as Van Gogh, Monet and O’Keeffe as well as paintings based on works by Chinese and Japanese artists. Observational drawings of butterflies and of flowers, by pupils in Years 5 and 6, are of a particularly good standard.
120. Pupils’ response in the lessons observed was good overall at both key stages. Pupils enjoy their art activities and, in the majority of cases, they respond well to practical guidelines and show pride in their work. The quality of learning in art lessons is satisfactory overall at Key Stage 1 and good overall at Key Stage 2. The quality of teaching in the lessons observed ranged from satisfactory to good and was satisfactory overall at Key Stage 1 and good overall at Key Stage 2. Where teaching is good, teachers demonstrate good subject knowledge, maintain a good pace throughout the lessons, provide an appropriate range of resources and motivate pupils well through good one-to-one support, encouraging them to evaluate their work in progress.
121. Resources for art are generally of satisfactory quality, are well utilised and are readily accessible.

## **DESIGN AND TECHNOLOGY**

122. Only two design and technology lessons were observed during the inspection, both at Key Stage 1. No lessons were observed at Key Stage 2, making secure judgements on the quality of teaching and learning at Key Stage 2 impossible. However, samples of work produced throughout the school, discussions with teachers and with Year 6 pupils indicates that pupils undertake an appropriate range of activities in which they design, make and evaluate products and that they make generally satisfactory progress at both key stages. This constitutes significant improvement since the previous inspection when standards in design and technology were judged unsatisfactory, because the National Curriculum was not being covered. The school has addressed this issue and standards are satisfactory.
123. In Key Stage 1, pupils have experimented using cellophane, paper, card and “artstraws”

to construct a house from their own design and are evaluating the difficulties and advantages of the different materials and fixings. Most have taken appropriate account of the design features of houses they observed during a recent visit to an Open Air Museum. They are experimenting, for example, trying to make a model of a circular building by joining craft sticks with masking tape and attempting to create a curved wall. The quality of learning at Key Stage 1 was good in the lessons seen. Pupils enjoyed their lessons, working well together and, in the best cases, demonstrating pride in their work. Teaching in the two lessons seen at Key Stage 1 ranged from satisfactory to good. Teachers demonstrate satisfactory subject knowledge, resource the lessons well, and in the best cases, motivate pupils effectively. There were examples of pupils' recent work in design and technology on display in all classrooms, showing a satisfactory standard in designing, making and evaluating. For example, paper and "Lego" houses were on display in Year 1/2 classrooms, model water-mills, with designs and evaluations in Year 3 and 4 classrooms and Tudor houses in the Year 5 and 6 classrooms, with detailed plans, lists of resources required and evaluations of the results. There is a generally satisfactory range of resources for the taught curriculum.

## **GEOGRAPHY**

124. During the inspection only three geography lessons were seen, one at Key Stage 1 and two at Key Stage 2. Judgements are based on these lessons, on the scrutiny of pupils' work and displays, and on discussion with staff and children. From the time they enter school the children are introduced effectively to the ideas which underpin geographical studies. They talk confidently about different places around the world, routes and travel and about physical phenomena and the effects of the weather. At Key Stage 1 pupils were seen making plans of their bedrooms, having discussed the concept of plans and how these differed from simple pictures. This linked well with their previous learning about houses and habitats. Pupils make at least satisfactory and usually good progress and at the end of the key stages, standards of attainment in geography are in line with those found nationally. In the lesson seen at Key Stage 1 the pupils were making good gains in their knowledge and understanding. Pupils in the lessons seen were making progress, which was at least satisfactory and often good.
125. Teaching in geography at Key Stage 1 is at least satisfactory and in the lesson seen during the inspection it was good. Care was taken to offer questioning, tasks and support, which made the subject accessible to children with special educational needs. The teaching seen at Key Stage 2 was good overall. There were clear objectives shared with the pupils and teachers demonstrated sound subject knowledge and understanding. In both lessons at this key stage, the pupils were examining photographic evidence to learn more about land use in South America and its effects on habitat. The interesting resources engaged the pupils' fascination; stimulating discussions evolved and the children with special educational needs were encouraged and supported both by the teacher and their peers. To these discussions the pupils brought knowledge and skills from other areas of the learning, for example, they detected the probable presence of iron in a quarry from characteristic discolouration of the rocks. In these lessons and in the pupils' workbooks there is evidence that they are given some autonomy to approach tasks in individual ways. These lessons made an effective contribution to the children's moral development, as they considered the effects of the destruction of the Amazon Rainforest. Evidence from displays shows that, by the end of the key stage pupils have studied and understand the effects of environmental and climatic change and can make comparisons between their own village and other localities, such as Miandam in Pakistan. Moreover, they have developed skills in mapwork and geographical enquiry and the subject's links with other areas of the curriculum.
126. The school has a policy but at present the subject lacks a co-ordinator. The school has

identified the need to remedy this and also to increase the number of artefacts and relevant non-fiction texts to increase the accessibility of the subject, particularly for those children who have special educational needs and the small group whose skill in English is still developing. Visits such as a study trip to a residential centre for the oldest children, enhance learning and stimulate the pupils to apply newly acquired facts gained from first-hand experience to their work in class.

## **HISTORY**

127. Only three lessons were seen in history during the inspection, all at Key Stage 2. Judgements are based on these lessons, on a scrutiny of pupils' work, displays and planning, and on discussion with staff and pupils.
128. From the time they enter school the children are introduced effectively to the ideas of time and change. Throughout both key stages, the pupils examine historical sources such as buildings, books and photographs to reinforce these ideas. Prior to the inspection, pupils in Key Stage 1 had been studying different kinds of buildings and were able to discuss similarities and differences between homes in times past and the present. Pupils are interested in history and make satisfactory progress. At the end of both key stages standards of attainment are in line with those found nationally. This is an improvement on standards at the time of the last inspection. As no lessons were seen at this key stage during the inspection, it is not possible to make a secure judgement about teaching. However, planning and children's work suggest that the history curriculum is suitably broad and balanced with an appropriate emphasis on developing the skills of enquiry and research. There are good links to other subjects of the curriculum such as geography, design technology and art.
129. The teaching seen at Key Stage 2 was at least satisfactory and one good lesson was seen. There were clear objectives shared with the children and the teachers' good subject knowledge and understanding engaged the pupils well. In the two lessons seen at lower Key Stage 2 the pupils examined books and photographs of archaeological evidence to learn more about the Vikings. The use of interesting resources engaged the pupils' interest but there were insufficient books at a level of text appropriate for some pupils with special educational needs and those for whom English is an additional language. The school has identified a need to enhance the range of books available and also to provide artefacts to reinforce the knowledge and understanding of all the children.
130. In the lesson seen during the inspection, Year 5 and 6 pupils were discussing the possible unreliability of some historical records, through a simply but elegantly designed exercise. This was well-linked to the children's own lives and experiences, which enabled the pupils to tackle the task with a sense of realism.
131. Across both key stages there is enthusiasm for history from both staff and pupils. There are good links established with other areas of the curriculum such as the forceful examples of collage produced by the Year 3 and 4 children, which show the Viking figures in bas-relief long boats. At upper Key Stage 2, well-executed Tudor portraits and buildings produced as a design and technology project evidence the children's understanding of key aspects of the period.
132. Visits and visitors enhance learning; a recent visit from a Roman Centurion was remembered with excitement. The pupils also visit the British Museum and the Chiltern Museum of historical buildings to support project work. A member of the Key Stage 1 staff is an enthusiastic local historian who has contributed her knowledge and photographic collection. The school also has a range of photographs based on reconstructions of historical scenes. The school has a co-ordinator and an appropriate



policy but at present there is no monitoring of the classroom teaching of history. Assessment and its use in planning history teaching are at an early stage. The school has some history programs compatible with the information technology suite but at present the computer is not routinely used to support teaching and learning in history.

## **INFORMATION TECHNOLOGY**

133. A number of whole-class information technology lessons, undertaken in the school's "IT suite", were observed. Observations of pupils at work on the computers indicate that, by the end of Key Stage 1, pupils' attainment is equivalent to national expectations for their age. By the end of Key Stage 2, although pupils are achieving above expectations for their age in the area of communicating and handling information, their level of skills in the area of control, monitoring and modelling are less well-developed. Overall attainment at the end of Key Stage 2 is satisfactory. Pupils in both key stages make sound progress overall. This constitutes good improvement since the last inspection, when standards and the school's information technology provision were judged to be unsatisfactory.
134. All the whole-class information technology lessons seen were undertaken in the school's centrally located "IT Suite". This is a very useful resource with new, multi-media computers and printers and a good range of installed software. All classes visit the suite for one lesson per week and this allows a good "hands-on" experience for the pupils with sufficient computers for pupils to work in pairs. However, lessons are often interrupted due to the currently unavoidable siting of the suite in a corridor between classrooms. Because of this valuable, regular "hands-on" experience, however, most pupils demonstrate an above-average confidence in the use of computers. The majority understands how to "log on" to the system and are able to use the "mouse" accurately, highlighting and selecting icons and negotiating through "menus" with confidence.
135. In Key Stage 1, Year 2 pupils are using a word-processing program: "Talking Write Away" to redraft work, "inputting" text and changing the font style, underlining and deleting confidently. In Key Stage 2, Year 4 pupils working with a partner to produce their own advert, are designing and inserting a simple table competently. They are experimenting with font size and document layout by altering cell sizes and demonstrate above average attainment in this aspect of information technology. Year 6 pupils demonstrate good attainment in the area of communicating and handling information. They know how to "log on" to the computers, how to save their work to their own file and how to exit programs, shutting down correctly. They are using a word-processing program to create a "personality profile", selecting font style and size, "justifying" text, cutting, copying and pasting text confidently. They are using a spell-checker, altering text using the "Word Art" facility and printing and saving their work.
136. The quality of teaching in information technology lessons ranged from satisfactory to unsatisfactory at Key Stage 1 and was just satisfactory overall. At Key Stage 2, the quality of teaching ranged from good to excellent and was very good overall. Where teaching was unsatisfactory, the teacher demonstrated unsatisfactory subject knowledge and classroom control strategies were ineffective, leading to a high noise level and considerable "off-task" behaviour. In the best cases, at Key Stage 2, good use was made of teachers' subject knowledge by, for example, one Year 5/6 teacher taking all Year 5/6 classes for information technology. Where teaching was very good and excellent, in Key Stage 2, the teacher had very good subject knowledge, very high expectations of pupils' work and behaviour. She motivated pupils very well with her own enthusiasm and the maintenance of a very good pace throughout the lesson. The quality of learning at Key Stage 1, where two lessons were observed, ranged from satisfactory to unsatisfactory. Where quality of learning was unsatisfactory this was due directly to poor classroom and lesson management by the teacher which led to lack of concentration and limited progress in the lesson. In Key Stage 2, however, the quality of

learning ranged from good to excellent due to well-planned and very well-resourced activities which motivated the majority of pupils well. Most pupils are very keen to work with the computers, they work together appropriately, taking turns, and work independently where required.

137. The school has a good ratio of computers to pupils and a very valuable, well-utilised resource in the IT suite. IT skills are well developed in subjects such as science, history and English. However, there have been some continuing “teething problems” with the new hardware and the school does not yet have Internet access. Similarly, there are currently insufficient appropriate resources or opportunities for the pupils to undertake activities involving controlling and modelling, especially at the end of Key Stage 2. The school is aware of the shortcomings in resources and has well-developed plans to overcome these.

## **MUSIC**

138. Only three lessons were observed during the inspection, one at Key Stage 1 and two at Key Stage 2. Additional evidence was gained from discussions with staff and pupils, teachers’ plans, photographs and audio tapes.
139. By the ages of seven and eleven, standards in music are in line with national expectations. Progress is satisfactory overall and is good in Years 5 and 6. The choir achieves a high standard of singing and, instrumentalists in upper Key Stage 2 who are learning to play woodwind, strings, keyboard and brass instruments make good progress.
140. By the end of Key Stage 1, pupils are able to sing in tune and show sensitive appreciation of different musical styles. They sing softly to guitar accompaniment in assembly and with gusto and joy when appropriate. Pupils can identify sounds in the environment and name a variety of percussion instruments. They can distinguish between sounds made on instruments made of metal or wood. Pupils are able to sustain and copy a simple rhythm by clapping their hands and beating tambours, for example. They have regular opportunities to compose and perform their own musical sequences and comment purposefully on each other’s work.
141. By the end of Key Stage 2, pupils have acquired sound musical techniques in instrumental work. They regularly compose their own pieces of music using tuned and untuned percussion. Some pupils are accomplished recorder players. Pupils can identify major and minor chords and understand their use to enhance improvisation. Some very interesting work was observed in Years 5 and 6, where pupils were interpreting jazz styles and using chords with accuracy and a good level of understanding. Pupils show good use of phrasing. They are aware of tempo, pitch and tonal qualities. Pupils’ music notebooks illustrate some very good examples of imaginative graphic notation, which links effectively with descriptive language. Members of the choir and instrumentalists have a well-developed knowledge of standard musical notation. Pupils with special educational needs make satisfactory progress and the oldest pupils benefit enormously from the range of extra-curricular musical provision.
142. The quality of teaching is satisfactory overall, with some very good teaching at the end of Key Stage 2, where pupils have the advantage of a highly skilled music specialist. Non-specialists carefully follow the suggested music scheme and are gaining in confidence. Where teaching is less successful in Key Stage 1 and in Years 3 and 4, the pace is sometimes too slow, insufficient attention is given to pupils’ prior attainment and the work is repetitive.
143. Pupils enjoy music and respond with enthusiasm in class. They particularly like to

perform, and make good efforts to improve their skill. Pupils listen well to instructions and advice. They work harmoniously together, in pairs and in small groups. The highly committed members of the choir rehearse keenly at lunch times in preparation for festivals and school productions. Instrumentalists practise hard to master specific techniques. Pupils listen very well to pieces of music covering a wide variety of styles. During assemblies there is especially good concentration when the chosen music is quiet and thought provoking. However, the quality of singing during daily worship is less vibrant and joyous. Pupils take great care when handling the instruments and are respectful when listening to others' performances. The majority of pupils behave well in music lessons and personal development is good.

144. The music co-ordinator is very well qualified and is an accomplished musician. She provides advice for teachers as they plan the work for their classes, but has no time allocated to monitor teaching. Informal discussions take place and teachers are able to ask for advice. The oldest pupils are involved in assessing their own performance and this provides a good model for the school.
145. There are sufficient resources and they are easily available to pupils and staff. The co-ordinator has identified the need to extend the range of non-European instruments and recorded music. Provision in the music room would be enhanced by a good quality audio system.
146. Music is given a high profile at the end of Key Stage 2 as a result of very good quality specialist teaching. Extra-curricular music, including choral training and, until recently, recorders has assured high quality performances in county festivals, carol services and school productions. The school choir performed at the Royal Albert Hall in London; a memorable experience for all concerned. The choir plays a full part in all school celebrations. Pupils are engrossed in preparations for a production of 'The Pied Piper of Hamelin', which skilfully explores the moral and social issues of environmental pollution through music, drama and dance. The school is justifiably proud of its choir and musicians.

## **PHYSICAL EDUCATION**

147. Standards, which at the end of both key stages are in line with national expectations, have been maintained since the last inspection, and for all pupils, including those with special educational needs, progress is sound at Key Stage 1 and frequently good at Key Stage 2.
148. By the age of seven, most pupils show sound control of their body movements and use their imagination well in dance and when inventing their own games. They show a good awareness of space as they move around the hall to music and respond effectively to changes in mood and tempo. They respond readily to instructions, organise themselves quickly and co-operate well when working with others. Outdoors, they concentrate hard to refine their skills in skipping, dribbling with a football and throwing and receiving tennis balls. They demonstrate sound hand to eye co-ordination and improve their control in response to suggestions from the teacher. They understand the benefits of regular exercise in promoting a healthy lifestyle and observe the changes in their heart rate before and after rigorous activity.
149. By the end of Key Stage 2, most pupils show good control and co-ordination when practising throwing, catching and bowling skills and make good gains in refining their efforts as a result of observing their teachers carefully and persevering to master techniques. They show a good awareness of the importance of teamwork and a strong sense of fair play. For example, pupils in Years 5 and 6 worked in small groups to create a sequence of movements depicting a variety of recycling processes,

experimenting with different ideas generated from within their group, persevering to create a contrast between sudden and sustained actions and supporting one another in a mature manner.

150. Throughout the school, the pupils enjoy physical education and are enthusiastic learners. Key Stage 2 pupils have very good attitudes. They listen carefully to instructions, are very well behaved and considerate of others. They work hard, are willing to persevere and to learn from others and make perceptive evaluations of their own performance. There is a very good team spirit and a keenness to contribute their best. In Key Stage 1, pupils are generally well behaved, keen to work, listen attentively and respond readily to instructions. Occasionally, lessons are poorly organised and as a result, pupils become restless and inattentive.
151. Many pupils in Years 5 and 6 participate in inter-schools sports activities and have achieved some very creditable results locally. These pupils value the opportunity to meet pupils from neighbouring schools and to build up a repertoire of tactics with their team-mates. They are enthusiastic and rightly proud of their achievements as ambassadors for the school.
152. The teaching in Key Stage 1 is mostly sound and at Key Stage 2 it is never less than good and often very good. In the main, lessons are well planned and carefully structured. Good attention is given to safety and to the benefits of physical exercise. Teachers give clear instructions, demonstrate techniques effectively and provide timely support for groups and individuals. Resources are well organised and routines are firmly established. In the best lessons, good opportunities are provided for pupils to learn from each other, to evaluate performance and suggest improvements. Pupils are given enough time to practise a technique such as over-arm bowling, and then incorporate the skill into a series of simple games with a partner. As a result, the pupils sustain a good effort, persevere to gain mastery and enjoy the opportunity to refine their skill in different contexts. Where teaching was unsatisfactory, class control was weak, routines were poorly established and too much time was spent on overly complex groupings. The pupils lost their enthusiasm, became restless and made little progress in the lesson.
153. The subject co-ordinator has a very good knowledge of physical education and is a keen advocate. He provides helpful guidance for his colleagues and gives willingly of his time outside school to coach football and cricket, and to support a colleague who coaches the netball team. The scheme of work shows good coverage of the National Curriculum and this is an improvement since the last inspection. In the past, all pupils have learned to swim in the school's own trainer pool, but due to the need for extensive renovation it has not been possible to open the pool this term. Arrangements have been made for pupils to have swimming lessons at the local leisure centre during the Autumn term. Resources for physical education are satisfactory and the school makes effective use of a spacious, well equipped hall and large sports field. Year 6 pupils have an annual residential visit which incorporates a variety of outdoor pursuits and opportunities to record, monitor and compare stamina levels and the effects of different types of exercise on their bodies, using information technology.

## **RELIGIOUS EDUCATION**

154. Two lessons at each key stage were observed during the inspection, with further evidence gained from a scrutiny of planning and records; discussion with staff and pupils; and an examination of work and photographic evidence. The subject meets statutory requirements and is supported within daily acts of worship. Local contacts with the church play an important part in extending religious education and in developing the pupils' understanding of aspects of Christianity.

155. Attainment in religion education is broadly in line with the expectations for seven and eleven-year-olds set out in the Locally Agreed Syllabus. Pupils in both key stages make good progress. Pupils with special educational needs make satisfactory progress, and progress is good in upper Key Stage 2.
156. At Key Stage 1 pupils study a range of Bible and other stories. At present younger pupils are looking at the meaning and importance of Noah and the Ark. Children understand the concept of God protecting Noah's family, because of their honesty and kindness and are able to describe the feelings of those inside the Ark. During discussion, Year 2 pupils showed a good knowledge of the Church's seasons. They are aware of the meaning of Advent and Easter for example. They can retell accurately stores from the Old and New Testament. They can talk about the differences between right and wrong, about helping others in different ways and can make suggestions to back up their understanding, such as "Do not ignore someone but listen to them". They have knowledge of a church interior and can name features, such as the altar. They know the significance of the cross as the symbol of Christ's sacrifice.
157. At Key Stage 2 pupils know about those who followed in Jesus' footsteps, such as the disciples, Christian martyrs and Saints. They learn about St. Paul and St. John, connecting with St. Paul's Cathedral and the St. John Ambulance Service. Pupils learn the parables told by Jesus, such as "The Unjust Steward", linking to the story of John Newton and then to their own lives, leading to a discussion on fairness.
158. Pupils learn about Christianity and associated traditions. There is strong emphasis on celebration and all pupils know about Christmas, Easter and harvest-time. Pupils are aware of other major religions in the world such as Buddhism and Islam. They have celebrated the Hindu Diwali Festival of Lights and the Jewish Hanukkah.
159. Teaching in the lessons seen at both key stages was good. Clear explanations are given and the atmosphere created by teachers helps the pupils to relax and encourages considered responses. Teachers use good questioning techniques and give appropriate examples to help pupils to understand new concepts.
160. Pupils enjoy lessons in religious education. They are attentive and maintain good levels of concentration. They show a genuine interest in the subject matter and are willing to express their feelings and views, and to discuss problems in a sensible and mature way. They often show deep thoughtfulness and spiritual awareness and make good progress in their personal development.
161. The co-ordinator has developed an appropriate scheme of work. Sound guidance is given to colleagues with regard to planning lessons and activities for the pupils, but monitoring activities are limited by lack of non-contact time. Resources for RE are sound overall, but the school is aware of the need to broaden the range of first-hand experiences of a wider range of faiths and to strengthen its collection of multi-faith resources.